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ABSTRACT

This skills-text is the second of four books in the series "Readings in American History." The materials allow opportunities to improve reading and comprehension skills in a subject matter context by using certain primary sources related to the topic. Book 2 covers the period immediately following the American Revolution to the election of Abraham Lincoln as President in 1860. Each lesson includes short readings with exercises and questions to allow students to explore the topic. The table of contents includes: (1) "After Independence: The 'Critical Period'"; (2) "The Constitution and the Branches of Government"; (3) "The Bill of Rights"; (4) "The Supreme Court Speaks: Marbury vs. Madison"; (5) "Expanding National Power: The Monroe Doctrine"; (6) "Native Americans and 'The Trail of Tears'"; (7) "The National Spirit: The Webster-Hayne Debate"; (8) "Slavery Remembered"; (9) "Abolitionism and 'Freedom's Journal'"; (10) "Dorothea Dix Speaks Out"; (11) "Women Meet at Seneca Falls"; (12) "The United States Moves Ahead: Canals, Steamboats, and Railroads"; (13) "The World of Work: The United States in the Early 1800s"; and (14) "'Abe' Lincoln and the Election of 1860." A review section, glossary, and teacher's guide are included. (EH)

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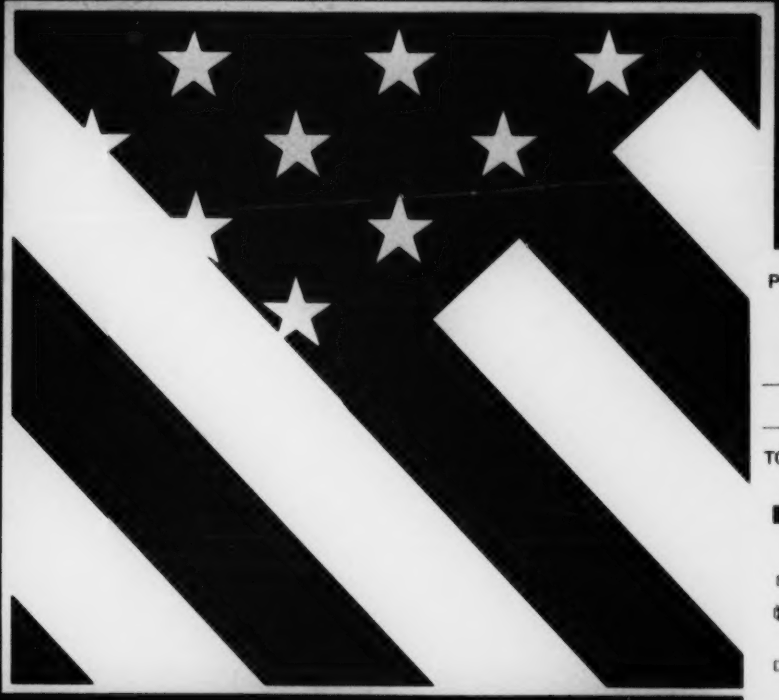
Growth of the New Nation



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BOOK II

Readings in American History (In Their Own Words)

BY JACK ABRAMOWITZ, Ph.D

EDUCATIONAL ACTIVITIES INC

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READINGS IN AMERICAN HISTORY

(In Their Own Words)

BOOK II

GROWTH OF THE NEW NATION

by

Jack Abramowitz, Ph.D.

EDUCATIONAL ACTIVITIES, INC.
P.O. Box 392, Freeport, N.Y. 11520

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TABLE OF CONTENTS

Lesson **Page**

1 After Independence: The "Critical Period" 1
2 The Constitution and the Branches of Government 7
3 The Bill of Rights 13
4 The Supreme Court Speaks: Marbury vs. Madison 17
5 Expanding National Power: The Monroe Doctrine 23
6 Native Americans and "The Trail of Tears" 28
7 The National Spirit: The Webster-Hayne Debate 34
8 Slavery Remembered 40
9 Abolitionism and "Freedom's Journal" 46
10 Dorothea Dix Speaks Out 52
11 Women Meet at Seneca Falls 56
12 The United States Moves Ahead: Canals, Steamboats, and Railroads 61
13 The World of Work: The United States in the Early 1800s 66
14 "Abe" Lincoln and the Election of 1860 70
Review 75
Glossary 78

Lesson 1

After Independence: The "Critical Period"

STEP 1

KEY WORDS: Look up these words in the Glossary.

theories	authority	imports
compact	majority	neutral
confederation	critical	

THINK ABOUT THIS:

1. How had Americans supported the Revolution?
2. How did the problem of government authority affect the new United States?

READ THIS:

The British surrender at Yorktown in 1781 led to the end of the Revolution two years later. The thirteen colonies were now the United States. They had done the "impossible" by winning independence from the British. But could they now become a real nation? The years from 1783 to 1789 are sometimes called the "critical period." It is easy to see why.

The main problem facing the new nation was how to govern itself. There had been much brave talk during the Revolution. Now that talk had to be put to the test. John Adams felt that the new nation had to "realize the theories of the wisest writers." Those theories had to be put to a practical test.

Many people were sure that the Americans would fail. A British church leader declared:

> "They can never be united into one compact empire under any government whatever."

Many Americans would have agreed with this British view. After all, the Revolution had not been supported by a majority of colonists. It is probable that about one-third of the colonists favored the Revolution. Another one-third of the colonists may have favored the loyalist cause. The remaining one-third was neutral, or had been out of contact with the fighting.

The new United States had to deal with the issue of government power. The authority of British rule was gone. In its place was a Congress of the United States, but it had no real power. There remained only the authority of the state governments.

Soon the states were involved in disputes with one another. Each state had its own laws and tried to protect its own interests. This often meant taxing goods from other states that passed through their borders.

State taxes on imports harmed trade. This was noted by a Massachusetts member of Congress. He favored a Congressional tax on all imports into American ports since:

> "...especially as the situation of N. York enables them so to Tax their Neighbors of Connecticut and N. Jersey as to create such a temper in those States as will greatly weaken if not destroy the Union."

The chances for a national tax law were not favorable. The weakness of the Congress resulted from the nature of the "constitution" that governed the United States. That constitution was the Articles of Confederation. It had gone into effect in 1781, toward the end of the Revolution.

CHECKING UP:

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. Each state wanted to protect its own interests.

____ 2. The Articles of Confederation were important to the new United States.

____ 3. A majority of the colonists had not directly favored the Revolution.

____ 4. The authority of the state governments was not as great as the British authority had been.

____ 5. The Articles of Confederation provided the basis for the weaknesses of the Congress.

STEP 2

KEY WORDS: Look up these words in the Glossary.

interstate alliance ordinance
assent forbade

THINK ABOUT THIS:

1. What were the weaknesses of the government under the Articles of Confederation?
2. What were some accomplishments of the Articles of Confederation?
3. What was accomplished by the Northwest Ordinance of 1787?

READ THIS:

Weaknesses of the Articles of Confederation:

The Articles of Confederation gave most power to the states. It left the central government weak and powerless. The Articles did not provide for an executive to enforce the laws. It was left to the states to enforce laws. Also, there were no national courts to settle disputes between states.

The Articles of Confederation did create a national Congress. However, the Congress had almost no power. This was because the Articles provided that:

> "In determining questions in the united states, in Congress assembled, each state shall have one vote."

This meant that each state, large or small, had the same single vote. In addition, the Articles provided that the Congress could not:

> "...engage in a war...nor enter into any treaties or alliances, nor coin money... nor borrow money...unless nine states assent to the same."

The chances of nine states agreeing to any actions were very slight.

The Articles of Confederation placed other limits on the Congress:

1. Congress could not place taxes directly upon the people. It had to ask the states for the money it needed.
2. There was no national army or navy. Congress had to ask the states for troops if they were needed.

3. Congress had no power over interstate commerce, or trade between the states. Nor did it have power over trade with foreign nations.

Accomplishments of the Articles of Confederation:

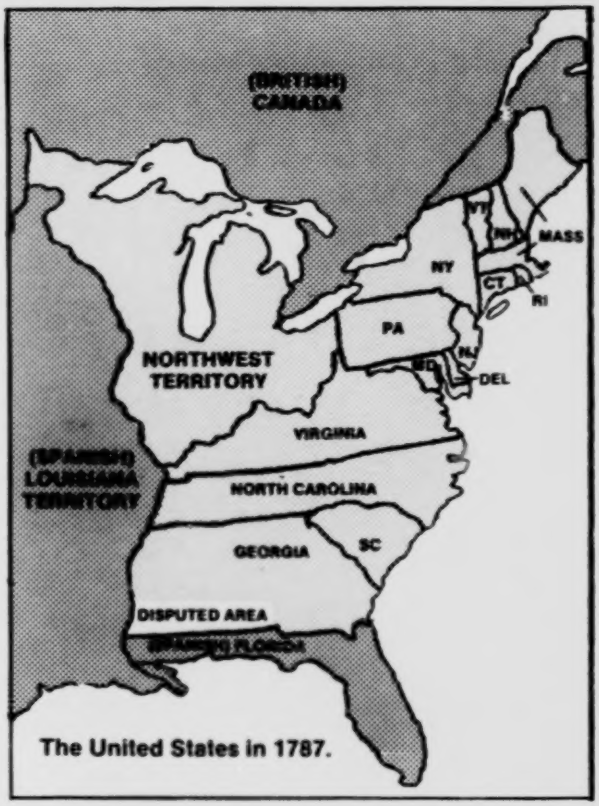
In spite of its weaknesses, the Articles of Confederation had many supporters. These people did not want a strong central government. They felt that power ought to remain with the state governments. In addition, the Articles of Confederation had made possible some important laws. One of these laws was the Northwest Ordinance of 1787.

The Northwest Ordinance of 1787 provided for the new Northwest Territory to be divided into smaller territories. There were to be no fewer than three nor more than five territories. Each of the new territories would in time become new states. Those territories later became Ohio (1803), Indiana (1816), Illinois (1818), Michigan (1837), and Wisconsin (1848).

The Northwest Ordinance did more than provide for lands to become future states. It also:

1. Contained a bill of rights for the Northwest Territory. This included guarantees of habeas corpus, trial by jury, and freedom of speech, press, and religion.
2. Did much to encourage free public education.
3. Forbade slavery in the Northwest Territory.

The Northwest Ordinance was an important achievement of the Articles of Confederation. But the achievements of the Articles seemed outweighed by the problems that existed.



The United States in 1787.

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. The Northwest Ordinance divided the Northwest Territory into five states at once.

____ 2. The Northwest Ordinance guaranteed freedom of speech, press, and religion for the Northwest Territory.

____ 3. The Northwest Ordinance was an accomplishment of the Articles of Confederation.

____ 4. The Articles of Confederation provided for each state to have one vote in the Congress.

____ 5. The Articles of Confederation established a national court to settle disputes between states.

STEP 3

KEY WORDS: Look up these words in the Glossary.

amended
reforms
foreclosure
debtor
prudent
alteration

THINK ABOUT THIS:

1. What were some problems faced by farmers after the Revolution?
2. What was Shays' Rebellion and what was its importance?
3. How did Washington feel about the Articles of Confederation?

READ THIS:

Independence did not live up to the hopes of many people. They often felt they were being crushed by bankers and the courts. Farm prices were low and many farmers went heavily into debt. Those who could not pay their debts faced foreclosure and debtors' jail. A group of desperate farmers in Massachusetts stated their problem in a petition. It warned that if "prudent measures" were not taken:

> "...in a little time at least one half of our inhabitants...will become bankrupt."

Many farmers were ex-soldiers. They felt betrayed by events. Was there no place for those who had risked their lives in battle?

In 1786 the anger of farmers in Massachusetts spilled over into action. Hundreds of them, some with weapons, stormed the courts. They demanded freedom for those imprisoned for debt. The actions of Massachusetts farmers came to be known as "Shays' Rebellion." This was because it was led by Daniel Shays. He was a former captain in the Continental Army.

Shays' Rebellion was more a protest than a "rebellion." It wanted reforms, not a new government. Volunteer militia from Massachusetts finally put down the movement with very few killed or wounded. However, the entire episode brought fear to the leaders of the nation. John Jay, later to be the first Chief Justice of the Supreme Court, wrote:

> "Our affairs seem to lead to ...something I cannot foresee ...I am uneasy...more so than during the war."

Could the nation look to Congress to improve conditions? Few Americans, including members of the Congress, seemed to believe this.

George Washington, living in semi-retirement in Virginia, was disturbed by events. He felt that the Articles of Confederation should be supported, but if it had weaknesses:

> "...let it be amended, but not suffered to be trampled on whilst it has an existence."

The idea of amending the Articles of Confederation had much support. But it would not be an easy task. The Articles declared in regard to future changes or amendments:

> "...nor shall any alteration hereafter be made...unless such alteration be agreed to in a congress of the united states, and be afterwards confirmed by the legislatures of every state."

If the Articles of Confederation were to be amended, it would require agreement by all the states. Could that be done?

9

CHECKING UP:

Mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. Americans did not trust the Congress.

____ 2. Shays' Rebellion sought to overthrow the government.

____ 3. Many ex-soldiers and farmers were in debt and feared being sent to debtors' jail.

____ 4. George Washington was willing to do away with the Articles of Confederation.

____ 5. There was no way to amend the Articles of Confederation.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. The Articles of Confederation were adopted during the Revolution.

____ 2. The Articles of Confederation gave most government power to the states.

____ 3. The powers of the Congress were very limited under the Articles of Confederation.

____ 4. The Revolution ended the authority of Britain over Americans.

____ 5. Shays' Rebellion led to a feeling that the Articles of Confederation had to be amended.

B. EXAMINING ISSUES

Choose the correct answer.

1. "In determining questions in the united states, in Congress assembled, each state shall have one vote."

This passage in the Articles of Confederation deals with:

____ a. one of the strong points in the Articles.

____ b. a weakness in the Articles.

____ c. the amending of the Articles.

2. "...let it be amended, but not suffered to be trampled on whilst it has an existence."

These words by George Washington show that he felt:

____ a. the Articles of Confederation were of little use.

____ b. the Articles of Confederation must be obeyed, even by those who wanted them amended.

____ c. the Articles of Confederation had to be amended at all costs.

3. "...especially as the situation of N. York enables them so to Tax their Neighbors of Connecticut and N. Jersey as to create such a temper in those States as will greatly weaken if not destroy the Union."

These words by a member of the Congress:

____ a. warned that New York was too powerful.

____ b. dealt with the dangers of state tax powers under the Articles of Confederation.

____ c. were warnings to some states to use their tax powers.

C. WHO HAD THE POWER?

Answer YES (Y) or NO (N) to each of the following questions.

____ 1. Did all the states have an equal vote in the Congress?

____ 2. Could states issue money?

____ 3. Could the Articles be amended?

____ 4. Did the Northwest Ordinance forbid slavery?

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

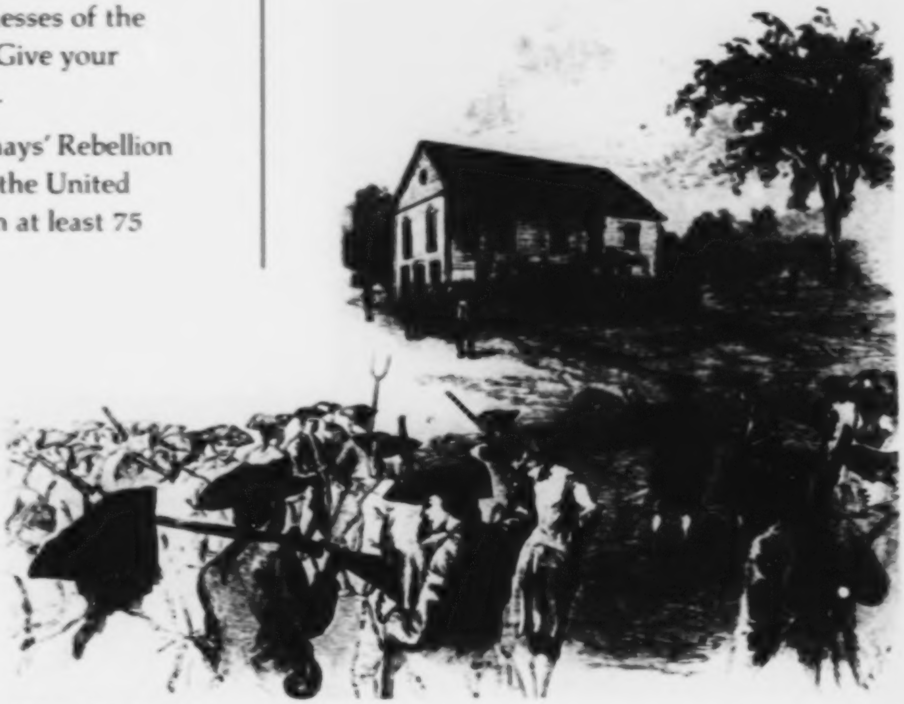
1. What were the main weaknesses of the Articles of Confederation? Give your answer in at least 75 words.
2. What were the causes of Shays' Rebellion and how did it affect life in the United States? Give your answer in at least 75 words.

E. LOOKING AHEAD

Thomas Jefferson felt that "a little rebellion now and then is a good thing...a medicine necessary for the sound health of government."

His belief was not shared by Madison and other American leaders. Why do you think they disagreed? What do you think? You might discuss this in class.

(End of Lesson 1)



"Shays' Rebellion"

Courtesy American Antiquarian Society

Lesson 2

The Constitution and the Branches of Government

STEP 1

KEY WORDS: Look up these words in the Glossary.

deputies
compromise
draft
defects
tariff
sole
original
revise

THINK ABOUT THIS:

1. Why was the Mt. Vernon meeting held?
2. Why was the Annapolis "convention" held and what was its result?
3. Why was the Constitutional Convention able to win agreement of the delegates?

READ THIS:

Shays' Rebellion awakened many Americans to a sense of danger. But some states had begun to take action before the "rebellion." In 1785, Virginia and Maryland delegates met at Mt. Vernon, Virginia. They came at the invitation of George Washington to discuss trade problems. The success of that meeting led to a call for a meeting of all the states.

That meeting, or "convention," was held in Annapolis, Maryland, in 1787. Only five states sent delegates and the meeting was a failure. However, the delegates did issue a call for another effort. It asked for a:

> "...Convention of Deputies from the different States, for the special and sole purpose of [preparing]...a plan for [overcoming] such defects as may be discovered to exist..."

The call issued by the Annapolis meeting led to the next convention. It met in Philadelphia in 1787. Its original purpose was to revise the Articles of Confederation. This purpose was soon set aside. Instead, the delegates began to write a new constitution. What they produced was the Constitution of the United States.

The debates in Philadelphia went on for four months. Gradually the weary delegates worked out a plan for a federal system of government. Doing this involved making many compromises. The compromises centered around such issues as:

1. What kind of representation should there be in the government for large states and small states?
2. What should be done about slavery and the slave trade?
3. Should slaves be counted in establishing representation for a state?
4. What should be done about tariffs and interstate commerce?
5. How should power be divided between state and national governments?

The Constitutional Convention held its meetings in secret. An official record was kept, but it was not a very complete one. Luckily, several of the delegates kept their own records. The best of these was written by James Madison. He would become the fourth president of the United States in 1809.

The debates in Philadelphia went on for four months. Gradually a plan was worked out for a federal system of government. It shifted some of the powers of the states to the national government. However, it also left many powers with the states.

The Constitution was agreed upon only after long debates. A "bundle of compromises" made the Constitution possible. One compromise divided power between the federal and state governments. Power was further separated among the three branches of the federal government. Those branches were the legislative, executive, and judicial branches.

The division of power and separation of power were only some of the compromises. Other agreements and compromises were included in the final draft of the Constitution.

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. Shays' Rebellion showed the strength of the new government.

____ 2. The Mt. Vernon meeting settled problems existing between Maryland and Virginia.

____ 3. The Philadelphia convention was called for the purpose of writing a new constitution.

____ 4. The compromises of the Constitution did not deal with the issue of state powers and national powers.

____ 5. The Annapolis meeting was not a success.

STEP 2

KEY WORDS: Look up these words in the Glossary.

enumerated
ratified
vested
constitute
interpret
inferior
tribunals

THINK ABOUT THIS:

1. What is the "three-fifths compromise" and what have been its effects?
2. What are some of the enumerated powers of Congress?
3. What is the "elastic clause" of the Constitution?

READ THIS:

The Philadelphia convention of 1787 was held to amend the Articles of Confederation. Instead, the delegates wrote a new constitution. It was ratified by the states in 1788 and became the Constitution of the United States.

The Constitution established a federal republic. Such a republic divides power between the states and the national, or federal government. This is called the DIVISION OF POWERS.

The Constitution also provided for a SEPARATION OF POWERS among the three branches of the federal government. They are the legislative, executive, and judicial branches.

●●● The LEGISLATIVE BRANCH would make national laws.

●●● The EXECUTIVE BRANCH would enforce national laws.

●●● The JUDICIAL BRANCH would interpret the laws.

The Constitution contained seven Articles. Article I dealt with the legislative branch. It stated that:

> "All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives."

There were to be two senators from each state. The size or population of a state did not affect the number of senators it had. Senators were to be chosen by state legislatures for a six-year term. One-third of the Senate was to be elected every two years. (In 1913 the Constitution was changed to permit the direct election of senators by the voters.)

The entire House of Representatives was to be elected every two years. The House members were to be elected by a direct vote of citizens of a state. The number of representatives for each state was based on its population.

Native Americans, called Indians, were not counted in the population. Black slaves, called "other Persons" in the Constitution, would each count as a 3/5 person. This was called the "three-fifths compromise." It was a part of the "bundle of compromises" in the Constitution.

The "three-fifths compromise" won support for the Constitution from the southern slave states. But it also had another effect. It placed the stain of racism upon the new nation.

Powers of Congress:

Article I enumerated, or listed, the powers of Congress. These included the power to:

> "...lay and collect Taxes..."
>
> "...pay the Debts and provide for the common Defense and general Welfare of the United States..."
>
> "...borrow Money..."
>
> "...regulate Commerce with foreign Nations, and among the several States..."
>
> "...coin Money..."
>
> "...constitute Tribunals inferior to the supreme court..."
>
> "...declare War..."

These were only some of the more important "enumerated" powers. The Constitution also gave Congress the power to:

> "...make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States..."

This was the "elastic clause" of the Constitution. It would help the country to make changes without the need to amend the Constitution. The elastic clause has given the United States a "living Constitution." It has helped to keep the nation up-to-date.

CHECKING UP:

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. The Constitution established a federal republic.

____ 2. The Constitution gives the Senate more power than it gives the House of Representatives.

____ 3. The three-fifths compromise was used to help win southern votes for ratification of the Constitution.

____ 4. The Constitution gives the federal government too much power.

____ 5. The elastic clause helped to give the United States a "living Constitution."

STEP 3

KEY WORDS: Look up these words in the Glossary.

approval concur nominate
ordain supreme

THINK ABOUT THIS:

1. What powers are given the president by the Constitution?
2. Why are federal judges chosen to serve for life?

READ THIS:

The Executive Branch:

Article II of the Constitution dealt with the powers of the executive branch. It opened by stating:

> "The executive Power shall be vested in a President of the United States of America..."

Article II then went on to list the powers of the president. They included the following powers:

> "...The President shall be Commander in Chief of the Army and Navy..."

> "...he shall have Power by and with the Advice and Consent of the Senate, to make Treaties, provided two-thirds of the Senators present concur..."

> "...he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors,...and judges of the supreme Court."

The Judicial Branch:

Article III of the Constitution dealt with the judicial branch. It declared:

> "The judicial power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish."

State and local judges usually are elected or chosen for long terms of office. However, the Constitution provides that federal judges:

> "...shall hold their Offices during good Behavior."

The appointment of federal judges involves the separation of power. All three branches of the federal government are involved.

FIRST: Congress establishes the system of federal courts. This gives power to the legislative branch.

SECOND: The president nominates the federal judges to be appointed. These nominations must be approved by the Senate. This gives power to both the executive and legislative branches.

THIRD: The federal judges are appointed for life. This makes them independent of the other branches. Once in office they are less likely to be influenced by the president or by the Congress.

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. The powers of the president do not apply to the armed forces.

____ 2. Congress establishes the system of federal courts for the United States.

____ 3. The president is the head of the executive branch of the government.

____ 4. Congress decides if there shall be a Supreme Court.

____ 5. Treaties made by the United States need the approval of a majority of the entire Congress.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. The Constitution lists the powers given to the branches of the federal government.

____ 2. The Articles of Confederation were adopted during the Revolution.

____ 3. The Philadelphia convention met in secret.

____ 4. The problems of the new nation led to efforts to amend the Articles of Confederation.

____ 5. The Constitution was agreed upon after a number of compromises had been made.

____ 6. The Constitutional Convention met in 1787.

B. CHECKING FOR DETAILS

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. Most Americans wanted a strong government in 1787.

____ 2. Few Americans liked the Articles of Confederation.

____ 3. The Constitution provided for the division of power and the separation of power.

____ 4. The elastic clause has helped keep the Constitution up-to-date.

____ 5. The Constitution gives too much power to the Congress.

____ 6. The Constitutional Convention changed the original purpose for which it had been called.

____ 7. Compromises were an important part of the Constitutional Convention.

____ 8. The Constitution provided for three branches of government.

____ 9. The Constitution is not understood by most Americans.

____ 10. The division of power between the states and national government was the best idea of the Constitutional Convention.

C. EXAMINING ISSUES

Choose the correct answer.

1. "All legislative powers herein granted shall be vested in a Congress of the United States."

This passage in the Constitution deals with

____ a. an economic issue.

____ b. a political issue.

____ c. both a political and an economic issue.

2. The Constitution gave Congress the power to "...lay and collect taxes."

This power deals with:

____ a. a political issue.

____ b. an economic issue.

____ c. both a political and an economic issue.

3. The judges "shall hold their Offices during good Behavior."

This passage in the Constitution:

____ a. limits the power of federal judges.

____ b. makes the Supreme Court an important part of the judicial branch.

____ c. establishes the independence of the judicial branch.

D. WHO HAS THE POWER?

In each instance below, is most of the power given to:

(L) the legislative branch
(E) the executive branch
(J) the judicial branch
(M) more than one branch of the federal government

The power to:

____ 1. coin money.

____ 2. regulate commerce with foreign nations.

____ 3. make treaties.

____ 4. declare war.

____ 5. establish courts inferior to the Supreme Court.

____ 6. appoint ambassadors.

E. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. How do you think the "three-fifths compromise" placed the stain of racism upon the United States? Give your answer in at least 65 words.
2. It has been said that today the president also serves as:

...spokesperson for the nation.
...leader of a political party.
...the person responsible for the nation's foreign policy.

Write at least 75 words about any ONE of the above.

F. LOOKING AHEAD

Today some people feel that a president has too much power. Other people feel that a president needs even more power. What do you think? You might want to discuss this in your class.

(End of Lesson 2)

Lesson 3

The Bill of Rights

STEP 1

KEY WORDS: Look up these words in the Glossary.

prohibiting quartered secure
deprived jeopardy petition
abridging prescribed

THINK ABOUT THIS:

1. What does the First Amendment say about freedom of speech, press, and religion?
2. What protections do the Fourth and Fifth Amendments offer?

READ THIS:

Virginia had adopted a state bill of rights in 1776. Massachusetts did the same in 1780. The demand for a bill of rights arose in several states after the Revolution. Interest in a bill of rights remained strong during the "critical period" (1783-1789).

The bill of rights issue threatened the adoption of the Constitution. A compromise was finally agreed upon. A bill of rights was promised if the Constitution was ratified. The promise was kept. Ten amendments, known as the Bill of Rights, were ratified and went into effect on November 3, 1791.

Some of the key guarantees in the Bill of Rights are:

••• Amendment I which guarantees freedom of religion, speech, press, and assembly. The first part said:

> "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedoms of speech, or of the press..."

••• Amendment I also guarantees the right to hold meetings and draw up petitions. This means:

> "...the right of the people peaceably to assemble, and to petition the government for a redress of grievances..."

••• Amendment III which severely limits the quartering of soldiers in private homes. It says:

> "No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law."

••• Amendment IV which protects people from improper searches. It says:

> "The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures, shall not be violated..."

••• Amendment V which offers a number of protections. The first part protects people from double jeopardy. It says:

> "...nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb..."

••• Amendment V also protects people from having to testify against themselves. It says:

> "...nor shall be compelled in any criminal case to be a witness against himself..."

••• Finally, this amendment offers the protection of "due process." This means proper legal actions must be taken. No person is to:

> "...be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation."

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. Massachusetts was the first state to adopt a bill of rights.

____ 2. The Third Amendment said that soldiers could never be quartered in private homes.

____ 3. The Fifth Amendment limits "due process" to matters involving private property.

____ 4. The Fifth Amendment protects people from having to testify against themselves.

____ 5. The Fourth Amendment protects people from unreasonable searches.

STEP 2

KEY WORDS: Look up these words in the Glossary.

prosecutions compulsory bail
delegated counsel

THINK ABOUT THIS:

1. What protections are given to an accused person by the Sixth and Eighth Amendments?
2. What does the Tenth Amendment say about the reserve powers of the states?

READ THIS:

Other key guarantees in the Bill of Rights include:

••• Amendment VI which offers many protections to an accused person. This includes speedy, public trials by a fair jury.

> "In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial by an impartial jury..."

••• It also includes these important rights:

> "...to be informed of the nature and cause of the accusation..."
>
> "...to be confronted with the witnesses against him..."
>
> "...to have compulsory process for obaining witnesses in his favor, and to have the Assistance of Counsel for his defense..."

••• Amendment VIII offers some additional protections:

> "Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."

Up to this point the amendments deal with the rights of the people. But many Americans were also troubled by the powers given to the national government. The Constitution listed the powers given to the national authority. Those powers included the "elastic clause." That clause made it possible to expand the powers of the national government.

The Constitution also listed powers denied to the national government and the states. But the Constitution did not indicate the powers that remained, or "resided" with the states. The Bill of Rights tries to do this in the Tenth Amendment which states:

> "The powers not delegated to the United States, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

A British statesman once called the Constitution "the most remarkable work...to have been produced by the human intellect, at a single stroke." This was high praise, even if not altogether accurate. The Constitution was not produced at "a single stroke." It was hammered together over a long period of time.

The greatness of the Constitution was assured by the quick action taken to include the first ten amendments. This "Bill of Rights" guaranteed the democratic basis of American life.

CHECKING UP:

Write in the missing words from the words below. Each word can be used only ONCE.

confronted	speedy	impartial
trial	counsel	people
delegated	prohibited	states

1. Amendment VI guarantees the accused a ____________ and public ____________ by an ____________ jury.

2. Amendment VI gives the accused the right to be ____________ with the witnesses against them.

3. Amendment VI gives the accused the right to ____________ for their defense.

4. The Tenth Amendment provides that powers not ____________ to the United States, nor ____________ to the states, are reserved to the ____________, or to the ____________.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. The Bill of Rights includes the indicating of powers that reside with the states and the people.

____ 2. The British regard the Constitution as a great achievement.

____ 3. The issue of a bill of rights threatened the adoption of the Constitution.

____ 4. The Bill of Rights amends the Constitution to protect the rights of the American people.

____ 5. It took a compromise to have the Constitution ratified.

B. UNDERSTANDINGS

Check the correct answer.

1. "...nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb..."

This part of Amendment V protects a person who has been:

____ a. arrested more than once for different crimes.

____ b. put on trial for a crime for which he has already been found not guilty.

____ c. put on trial for a crime for which he says he is not guilty.

2. "...nor shall be compelled in any criminal case to be a witness against himself..."

This part of Amendment V applies in a case in which an accused person:

____ a. seeks to avoid arrest.

____ b. refuses to appear for trial.

____ c. refuses to answer any questions except those that identify him or her.

3. "...to have compulsory process for obtaining witnesses in his favor..."

This part of Amendment VI means an accused person can:

____ a. force witnesses to say things that are not altogether true.

____ b. force witnesses to appear who might be able to help the case for the accused.

____ c. tell a witness how to help the accused.

4. "...to be confronted with the witnesses against him..."

This part of Amendment VI means that:

____ a. the accused has the right to know who is testifying against him or her.

____ b. there can be no secret witnesses in the trial of an accused person.

____ c. both of the above are protections given the accused.

C. CHECKING FOR DETAILS

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. Most accused persons do not receive a speedy trial.

____ 2. The Bill of Rights protects the right of the accused to a lawyer.

____ 3. The right of due process is the most important protection given by the Bill of Rights.

____ 4. Congress may not pass a law that gives one religion an advantage over other religions.

____ 5. The Bill of Rights is more important than the original Constitution.

____ 6. The Bill of Rights protects the rights of people to collect petitions.

____ 7. Improper searches by the police are not permitted under the terms of the Bill of Rights.

____ 8. Most people would not want to have a soldier quartered in their home.

____ 9. The Bill of Rights does not permit secret trials.

____ 10. The Tenth Amendment protects the rights of the states.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. The Bill of Rights protects many of our rights. Which of those rights do you think is most important to you? Write your answer in at least 65 words.
2. The Bill of Rights protects many of our rights. Which of those rights do you think is LEAST important to you? Write your answer in at least 65 words.

E. LOOKING AHEAD

It has been said that the Bill of Rights goes too far in some cases. Some people feel that it, and other laws, offer too much protection to criminals. What do you think? You might want to discuss this in class.

(End of Lesson 3)

Lesson 4

The Supreme Court Speaks: Marbury vs. Madison

STEP 1

KEY WORDS: Look up these words in the Glossary.

associate commission

THINK ABOUT THIS:

1. What was the importance of the Judiciary Act of 1789?
2. What is a "writ of mandamus"?
3. How did William Marbury's case come before the Supreme Court?

READ THIS:

The first Congress was elected in 1789 and met in March of that year. It established the federal court system in the Judiciary Act of 1789. That Act stated:

> "...the supreme court of the United States shall consist of a chief justice and five associate justices..."

The Judiciary Act of 1789 established thirteen federal District courts. There was to be a District judge in each District court. The Act also established the powers of the various federal courts. At one point it declared that the Supreme Court:

> "...shall have power to issue...writs of mandamus, in cases warranted by the principle and usages of law..."

A "writ of mandamus" is a court order. It directs a lower court, or an official, to perform a specific duty. Such a writ can be issued if a lower court or an official fails to do what is required by law.

The Judiciary Act of 1789 permitted the Supreme Court to issue writs of mandamus:

> "...to any courts appointed, or persons holding office under the authority of the United States..."

This action by Congress gave the Supreme Court a power not given by the Constitution.

Midnight Judges and Marbury:

The mandamus issue soon was involved in national politics. There were two political parties in 1796. John Adams, a Federalist, was elected president in that year. He was defeated for reelection in 1800 by Thomas Jefferson, the Republican candidate.

Jefferson would not take office until March 4, 1801. This gave the Federalists in Congress a chance to try to keep control of the federal courts. To do this they passed a Judiciary Act in 1801. The act increased the number of federal judges. These judges could be appointed by Adams with the consent of the Senate.

Congress passed another bill in 1800 dealing with judges. It allowed the president to appoint an unlimited number of justices of the peace. They were to serve for the newly created District of Columbia. This was the area in which the federal government was to be located.

President Adams was very busy in his final days in office. He spent many hours appointing new judges and signing their commissions. The president often worked late at night appointing Federalist judges. For this reason, many of the judges were called "midnight judges" by the Republicans.

One of the last appointments was for one of the justices of the peace. The appointment was given to William Marbury. But by this time the president's term of office was nearly over. Marbury's formal commission was never delivered by Adam's Secretary of State. Marbury could not take office without the signed, formal commission.

When Thomas Jefferson took office, he ordered James Madison, his Secretary of State, not to deliver Marbury's commission. Marbury took his case directly to the Supreme Court. He asked for a writ of mandamus ordering Madison to deliver the commission. Such a writ was provided for in the Judiciary Act of 1789.

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. The Supreme Court was established by the Articles of Confederation.

____ 2. The Constitution stated that the Supreme Court should consist of a chief justice and five associate justices.

____ 3. The Judiciary Act of 1789 gave the Supreme Court the power to issue writs of mandamus.

____ 4. Thomas Jefferson was elected president in the election of 1800.

____ 5. The Federalists hoped to keep control of the federal courts after the election of 1800.

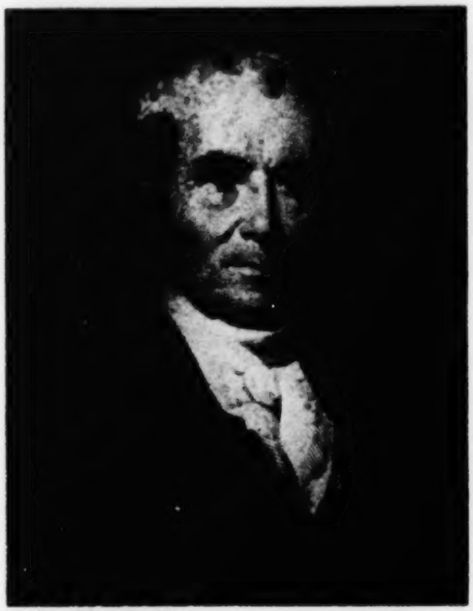
STEP 2

KEY WORDS: Look up these words in the Glossary.

applicant
jurisdiction
violated
consuls
obiter dicta
remedy
appellate

THINK ABOUT THIS:

1. What did Chief Justice Marshall feel were the main issues in Marbury vs. Madison?
2. What did the Judiciary Act of 1789 say about the authority of the Supreme Court?
3. What did the Constitution say about the jurisdiction of the Supreme Court?



John Marshall

READ THIS:

The Issues:

The Marbury case, known as Marbury vs. Madison, came before the Supreme Court. A decision was given in 1803. It was written on behalf of the entire court by the Chief Justice, John Marshall. He began his decision by posing three main questions:

> "...Has the applicant [Marbury] a right to the commission he demands?"
>
> "...If he has a right, and that right has been violated, do the laws of the country afford him a remedy?"
>
> "...If they do afford him a remedy, is it a mandamus issuing from this court [the Supreme Court]?"

The Decision and "Obiter Dicta":

Marshall declared that Marbury ought to have received his commission. He stated that a writ of mandamus was the proper remedy in the case. But was the Supreme Court the place for such a remedy?

Chief Justice Marshall went on to deliver a further opinion. This extra opinion is known in legal terms as "obiter dicta." It served to expand the issues in the case.

Marshall raised the question of whether the Supreme Court could issue the writ of mandamus. He noted that the Judiciary Act of 1789 allowed the Supreme Court to issue such a writ. But did the Constitution give such power to the court? He noted:

> "...if this court is not authorized to issue a writ of mandamus...it must be because the law is unconstitutional."

Did the Judiciary Act of 1789 go beyond the Constitution? Marshall pointed out that the Constitution listed the areas of original jurisdiction of the Supreme Court. Original jurisdiction meant cases that could come directly to the Supreme Court. Article III of the Constitution said the Supreme Court had original jurisdiction:

> "In all cases affecting ambassadors, other public ministers and consuls, and those in which a State shall be a party..."

In all other cases, according to the Constitution:

> "...the Supreme Court shall have appellate jurisdiction..."

Appellate jurisdiction means that the Supreme Court deals with cases appealed to it from lower courts. It is the court of last appeal. There are no limits in the Constitution on the power of the Supreme Court to hear appeals. But the Supreme Court is limited by the Constitution in its original jurisdiction.

CHECKING UP:

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. John Marshall was the greatest Chief Justice in American history.

____ 2. Chief Justice Marshall was right in writing an "obiter dicta" in the Marbury case.

____ 3. The original jurisdiction of the Supreme Court was an important factor in the Marbury decision.

____ 4. The Constitution gives the Supreme Court appellate jurisdiction in many types of cases.

____ 5. Chief Justice Marshall felt that Marbury should have received his commission.

STEP 3

KEY WORDS: Look up these words in the Glossary.

warranted repugnant void

THINK ABOUT THIS:

1. What was the importance of the Marbury vs. Madison case for the Supreme Court?
2. What was the importance of the Marbury vs. Madison case for the future of the United States?

READ THIS:

The Supreme Court did not feel it had the right to issue an order on behalf of Marbury. Chief Justice Marshall drove home this point by stating:

> "The authority, therefore, given to Supreme Court, by the Act [of 1789]...to issue writs of mandamus to public officers, appears not to be warranted by the Constitution..."

A problem existed because the Constitution said one thing and Congress said another thing.

The Constitution did not give the Supreme Court the authority to issue a writ of mandamus. Could the Congress give the court such authority by the Judicial Act of 1789? The Chief Justice settled the issue in these words:

> "...in declaring what shall be the supreme law of the land, the Constitution itself is first mentioned, and not the laws of the United States generally..."

In view of this, Marshall declared:

> "...the Constitution of the United States confirms and strengthens the principle...that a law repugnant to the Constitution is void..."

The ruling meant that the mandamus portion of the Judiciary Act was unconstitutional. The plea for a writ of mandamus by the Supreme Court was denied.

The Importance of Marbury vs. Madison:

The Marbury vs. Madison decision had little practical importance. President Jefferson had no intention of obeying any court order to give the commission to Marbury. Nor could the Supreme Court force the president to obey any writ it might issue.

The real issue in Marbury vs. Madison was the authority of the federal courts. Could the Supreme Court declare an act of Congress to be unconstitutional? This issue was not dealt with in the Constitution. It was firmly established in the ruling in Marbury vs. Madison. The result was a strengthening of the power of the judicial branch. It also resulted in the strengthening of the national government.

The importance of Marshall's opinion was not immediately seen. The Supreme Court had declared an earlier act of Congress unconstitutional in 1796 (Hylton vs. U.S.). That decision affected an entire act. The Marbury decision for the first time declared a section of a law unconstitutional. But the Supreme Court did not declare another act of Congress unconstitutional until nearly seventy years later. That happened in 1857 in the Dred Scott case.

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. The Marbury decision declared an entire act of Congress unconstitutional.

____ 2. The Marbury decision strengthened the power of the states.

____ 3. The Supreme Court did not have the power to enforce its decision in the Marbury case.

____ 4. The Judiciary Act of 1789 was in agreement with the Constitution.

____ 5. Chief Justice Marshall declared that a law not acceptable under the Constitution is void.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. Marbury was one of the "midnight" judges appointed by President Adams.

____ 2. The Marbury case arose because the Federalists sought to keep control of the federal courts.

____ 3. President Jefferson did not intend to appoint Marbury no matter what the Supreme Court ruled.

____ 4. The Marbury case decision served to expand the powers of the federal judiciary.

____ 5. The Judiciary Act of 1789 was passed by the first elected Congress.

B. CHECKING FOR DETAILS

Mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. The judiciary is the weakest of the three branches of government.

____ 2. The Judiciary Act of 1789 established a Supreme Court for the United States.

____ 3. Writs of mandamus are issued by a court to make an official perform a lawful duty.

____ 4. The Constitution did not give the Supreme Court any original jurisdiction.

____ 5. The Judiciary Act of 1789 established the organization of all courts in the United States.

____ 6. Chief Justice Marshall gave Marbury a commission as a justice of the peace.

____ 7. The Supreme Court has appellate jurisdiction.

____ 8. Chief Justice Marshall was a Federalist leader.

____ 9. The Supreme Court did not rule an act of Congress unconstitutional for nearly seventy years after the Marbury case.

____ 10. President Adams did not have the legal right to appoint any of the "midnight judges."

C. UNDERSTANDINGS

Choose the correct answer.

1. "...[the Supreme Court] shall have the power to issue...writs of mandamus, in cases warranted by the principle usages of law."

This part of the Judiciary Act of 1789:

____ a. reduced the general powers of the Supreme Court.

____ b. gave a power to the Supreme Court that was not given by the Constitution.

____ c. established the right of a person to ask for a writ of mandamus.

2. "...the Supreme Court shall have original jurisdiction in all cases involving ambassadors, other public ministers and consuls, and those in which a state shall be a party..."

Chief Justice Marshall used this section of the Constitution to show:

____ a. the great power given to the Supreme Court.

____ b. that he knew what the Constitution said about the Supreme Court.

____ c. the limits placed upon the original jurisdiction assigned to the Supreme Court by the Constitution.

3. "...in declaring what shall be the supreme law of the land, the Constitution itself is first mentioned, and not the laws of the United States generally..."

In making this statement, Chief Justice Marshall was declaring that:

____ a. the Constitution is the supreme law of the land.

____ b. although the Constitution is mentioned first, it is not more important than the laws of the United States.

____ c. no one can be certain whether the Constitution or the laws of the United States are the most important.

4. "...the supreme court of the United States shall consist of a chief justice and five associate justices..."

This statement establishing part of the judicial system of the United States is contained in:

____ a. the Constitution.

____ b. the Judiciary Act of 1789.

____ c. both of the above.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. It is said the Marbury decision contributed to the national spirit of the 1800s. Do you agree? Why or why not? Answer in at least 65 words.
2. Congress established the judicial framework in the Judiciary Act of 1789. Presidents appointed federal judges, with the approval of the Senate. The Supreme Court used its power to declare an act of Congress unconstitutional. What does all this say about the separation of power in the federal government? Give your answer in at least 70 words.

E. LOOKING AHEAD

A Supreme Court justice once said:

> "The United States would not come to an end if we lost our power to declare an act of Congress void."

Do you agree? Do you feel that the power of the courts to declare state laws unconstitutional is more important than the power to rule on federal laws? You might want to discuss these issues in class.

(End of Lesson 4)

Lesson 5

Expanding National Power: The Monroe Doctrine

STEP 1

KEY WORDS: Look up these words in the Glossary.

nationalism
maxim
quadruple
fundamental
cis-Atlantic
broils
alliance

THINK ABOUT THIS:

1. What was the Holy Alliance and why was it feared in the Americas?
2. What action did the British propose to the United States?
3. How did Secretary of State John Quincy Adams feel about the British proposal?

DO THIS:

Using a map of Europe in 1815:

1. Locate Britain on the map.
2. Locate Russia on the map.
3. Locate Prussia on the map.
4. Locate Austria on the map.

READ THIS:

Nearly all of the land in the Western Hemisphere was once held as colonies by European nations. Spain, France, and Britain were the main nations with American colonies. France lost its Canadian colony to Britain in 1763 after the French and Indian War. Britain lost its American colonies in 1783 after the Revolutionary War. But European nations still held colonies in the Americas in 1800.

The American Revolution weakened the power of Europe in the Americas. That power was further weakened by the French Revolution in 1789. The American and French revolutions helped to spread ideas of independence and nationalism. Those ideas soon swept across the Americas.

In 1799 Napoleon Bonaparte took power in France. From 1800 to 1815 he waged war against most of Europe. The battle cry of the French Revolution, "Liberty, Equality, Fraternity!" was used by Napoleon. This helped spread the ideas of the French Revolution to all parts of Europe and the world.

Napoleon was finally defeated by an alliance of European nations. This alliance included Britain, Russia, Prussia, and Austria. After Napoleon's defeat they formed the Quadruple Alliance. Its purposes included the crushing of all forms of democracy and nationalism. The British left the Quadruple Alliance around 1820, but France became a member in 1818.

In 1815 Russia organized the Holy Alliance. Britain did not join it and the Holy Alliance had no real power. However, it was greatly feared by the people of Latin America. They felt the European nations might try to regain the colonies they had once held in the Americas. The United States shared this fear.

The early 1800s had brought many changes to Latin America. Many of the European colonies in Latin America had gained independence. Spain was the biggest loser in the Americas. But by 1820, it seemed ready to try to regain its lost American empire.

Meantime, in 1821, Russia claimed control of the Pacific coast of North America. Its claim extended from its Alaska colony to the Oregon area.

The United States wanted to keep European nations out of the Americas. However, it was still a young, weak nation. It had gone through the very costly War of 1812. That war with the British had finally ended in 1815. The United States had no wish to become involved in any new conflicts. But luck was with the United States. The British also wanted to keep Spain and others out of the Americas.

In August 1823, Britain proposed the United States join it in issuing a warning to Spain. President James Monroe liked the idea. He knew that the United States needed the power of the British. However, Monroe was uneasy about joining with Britain. He sought the advice of eighty-year-old Thomas Jefferson, who wrote:

> "Our first and fundamental maxim should be never to entangle ourselves in the broils [fights] of Europe. Our second, never to suffer Europe to intermeddle with cis-Atlantic affairs..."

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. Britain was the leader of the Holy Alliance in Europe.

____ 2. Europe lost many of its colonies in Latin America in the early 1800s.

____ 3. Jefferson was in favor of an alliance with the British.

____ 4. Russia was a member of the Holy Alliance.

____ 5. The British wanted to keep Spain out of the Americas.

STEP 2

KEY WORDS: Look up these words in the Glossary.

continents
doctrine
overture
prestige
disposition
candid
redress
decline
wake
cockboat
comport

THINK ABOUT THIS:

1. How did John Quincy Adams feel about the British proposal for joint action?
2. What did President Monroe say about future colonies in the Americas?
3. What did President Monroe say about existing colonies in the Americas?

READ THIS:

In 1823 John Quincy Adams was the United States Secretary of State. He was the son of John Adams, the second president of the United States. John Quincy Adams would go on to be elected president in 1824. When the British proposed joint action with the United States, Adams was worried. He did not want the United States tied too closely to the British. He wrote in his diary that the United States could oppose the Holy Alliance:

> "...and at the same time decline the overture of Great Britain. It would be more candid, as well as more dignified...to avow our principles...than to come in as a cockboat in the wake of the British man-of-war."

President Monroe agreed with Adams. The president decided not to issue a joint statement with the British. But it was clear that British support was needed for any American action. Some way had to be found for presenting the American point of view.

Lesson 5

Expanding National Power: The Monroe Doctrine

On December 2, 1823, President Monroe delivered a State of the Union address to the Congress. In his speech he put forward a new "doctrine." The doctrine made the point that:

> "...the American continents...are henceforth not to be considered as subjects for future colonization by any European powers..."

Having set limits for Europe, the president went on to declare:

> "In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so..."

In return, President Monroe warned the European nations:

> "...we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety..."

The president then went on to spell out the full meaning of the doctrine:

> "With the existing colonies...of any European power we have not interfered and shall not interfere..."

However, in the case of the newly independent nations of the Americas:

> "...we could not view any...[actions] for the purpose of oppressing them, or controlling...their destiny, by any European power in any other light than as...[a sign] of an unfriendly disposition toward the United States."

The Monroe Doctrine was a bold step for the United States. It had little power with which to enforce the points it made. But all Europe understood that Great Britain would support the United States if necessary. This was an amazing turn of events. The United States and Britain had ended their War of 1812 only seven years earlier.

James Monroe

The British were not altogether happy with the Monroe Doctrine. They wanted Latin Americans to feel that the British, not the Americans, were keeping the Europeans out. The Foreign Secretary of Britain tried to take credit for his own country. In 1824 he told the British House of Commons:

> "I called the New World into existence to redress the balance of the Old."

This effort to uphold British prestige was meaningless. It had little effect upon the future of the Monroe Doctrine. Before long the United States had no need for British support. The Monroe Doctrine became a major part of the foreign policy of the United States.

CHECKING UP:

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. President Monroe did not like the British.

____ 2. John Quincy Adams was a good Secretary of State.

____ 3. The British were not entirely happy about the Monroe Doctrine.

____ 4. The Monroe Doctrine frightened the European colonial powers.

____ 5. The Monroe Doctrine is a major part of American foreign policy.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. The United States and Great Britain were not always on good terms.

____ 2. The United States was afraid that European nations wanted to regain their empires in the Americas.

____ 3. Latin American countries wanted the protection of the United States.

____ 4. Great Britain wanted to join with the United States in keeping Spain and others from regaining empires in the Americas.

____ 5. The Monroe Doctrine depended upon the support of the British.

____ 6. The Monroe Doctrine was put forward in a speech to Congress.

B. CHECKING FOR DETAILS

Mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. The British did not trust the United States.

____ 2. The British had their own reasons for wanting to keep other European nations out of the Americas.

____ 3. Russia claimed control over a large part of the Pacific coast of North America.

____ 4. Russia was a member of the Quadruple Alliance.

____ 5. John Q. Adams favored accepting an agreement with the British.

____ 6. Jefferson did not want the United States to become involved in European disputes.

____ 7. The Monroe Doctrine was not taken seriously by European nations.

____ 8. The Monroe Doctrine said the United States would not interfere with colonies already held in the Americas by European nations.

____ 9. The British tried to take credit for the Monroe Doctrine.

____ 10. The Monroe Doctrine warned the European nations not to try to extend their control over colonies in the Americas.

C. UNDERSTANDINGS

Choose the correct answer.

1. "...[we ought] never to suffer Europe to intermeddle with cis-Atlantic affairs..."

This statement by Jefferson meant that he wanted:

____ a. the United States to take over the colonies held in the Americas by European nations.

____ b. to keep European nations from becoming involved in matters on the American side of the Atlantic Ocean.

____ c. Europe to keep out of disputes on both sides of the Atlantic Ocean.

2. "It would be more candid, as well as more dignified...to avow our principles...than to come in as a cockboat in the wake of the British man-of-war."

This statement by John Q. Adams meant that he felt the United States:

____ a. had a smaller fleet than the British.

____ b. ought to risk war with the British if it was necessary.

____ c. ought not to pretend to be strong while hiding behind the strength of the British navy.

3. "...the American continents...are henceforth not to be considered as subjects for future colonization by any European powers..."

This part of the Monroe Doctrine means that:

____ a. the United States regards the Americas as closed to any further colonization by Europe.

____ b. Europe must give up all its colonies in the Americas.

____ c. the United States wants to take over all colonies in the Americas held by European nations.

4. "I called the New World into existence to redress the balance of the Old."

This statement by the Foreign Secretary of Great Britain meant that:

____ a. Britain did not like the Monroe Doctrine.

____ b. Britain wanted the world to think it provided the real support for Latin America in keeping Europe out of the Americas.

____ c. the British were ready to take over the Latin American nations to keep out others.

D. WHAT DO YOU KNOW?

The following is only partly based on the reading selection. You may know the rest from your American history classes. Choose the correct answer.

____ 1. In 1823 Alaska was:
   a. held by the British.
   b. independent.
   c. held by Russia.

____ 2. Brazil, which gained its independence in 1822, had been held as a colony by:
   a. Spain.
   b. Portugal.
   c. France.

____ 3. In 1823, Canada was a colony:
   a. held by France.
   b. held by France and Great Britain.
   c. held by Great Britain.

____ 4. Mexico was:
   a. originally a colony of France.
   b. always independent.
   c. originally a colony of Spain.

____ 5. Spain's colonies in the Americas never included:
   a. Peru.
   b. Canada.
   c. the Louisiana Territory.

E. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following essays:

1. Why did the United States want to keep European nations from setting up new empires in the Americas? Write your answer in at least 65 words.
2. What part did the British play in making the Monroe Doctrine a success? Write your answer in at least 65 words.

F. LOOKING AHEAD

If you were a Latin American living in 1823, how might you have felt about the Monroe Doctrine? How do you think Latin Americans feel about the Monroe Doctrine today? You might discuss this in class.

(End of Lesson 5)

Lesson 6

Native Americans and "The Trail of Tears"

STEP 1

KEY WORDS: Look up these words in the Glossary.

tribe
ample
dispose
reflected
rejected
ceded

THINK ABOUT THIS:

1. How did Native Americans look upon land?
2. How did white Americans look upon land?
3. What did President Jackson want to do to Native Americans living east of the Mississippi River?

READ THIS:

The Native Americans were the original Americans. There were many different nations of Native Americans in all parts of the Americas. These nations are often called "tribes." The relations between whites and Native Americans is a sad story in the history of the Americas.

Native Americans looked upon land as useful to all. They did not believe in land as personal property. Native Americans felt that land belonged to the Great Spirit. They did not understand how it could be bought and sold. In the late 1800s, the Nez Perce chief, Joseph, said:

> "The one who has the right to dispose [of the land]...is the one who has created it."

Whites who lived on the frontier had different ideas. They wanted to own the lands held by the "Indians," the name that they gave to all Native Americans. In the southern United States, the best lands were held by Native Americans — the Cherokee, Choctaw, Creek, and Chickasaw nations.

By 1814 the Creeks had ceded about two-thirds of their lands. These lands were in the Georgia and Alabama area. This failed to satisfy the demands of white planters and farmers. In the 1820s, Georgia, Mississippi, and Alabama sought the rest of the lands. They declared that "Indian" tribes were under the authority of the state governments. This would remove the "tribes" from the protection of the federal government.

Native Americans and their white allies fought back. They pointed out that Article I, Section 8, Clause 3 of the Constitution gave Congress the power to:

> "...regulate commerce with foreign nations, and among the several states, and with the Indian tribes..."

These words meant that Native Americans were subject to the Federal authority. But this view was rejected by political leaders in the South. Whites in the region were aflame with desire for Native American lands. In 1828 a popular song in Georgia had these words:

> "All I ask in this creation/Is a pretty little wife and a big plantation/Way up yonder in the Cherokee nation."

President Andrew Jackson reflected the southern frontier attitude. He was determined to remove "Indians" from the lands they occupied. In his first Annual Message in 1829 he proposed:

> "...setting apart an ample district west of the Mississippi...[outside] the limits of any State or Territory now formed, to be guaranteed to the Indian tribes as long as they shall occupy it..."

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. Native Americans owned very little land in the southeastern United States.

____ 2. The Constitution gave the states the power to regulate commerce with the "Indians."

____ 3. President Jackson wanted to move Native Americans from their lands.

____ 4. There were many different "tribes" or nations of Native Americans.

____ 5. Native Americans did not believe in buying and selling land.

STEP 2

KEY WORDS: Look up these words in the Glossary.

denounced
consulted
induce
consent
enforce
residence
extinguish

THINK ABOUT THIS:

1. What was the "Removal Bill"?
2. What did President Jackson want to do to the Native Americans?
3. How did President Jackson and Chief Justice Marshall differ on the issue of Native Americans?

READ THIS:

In May 1830, the Congress passed a "Removal Bill." It gave the president power to exchange land west of the Mississippi River for territory still held in the Southeast by the "Indian" tribes.

The new bill was denounced by some white people. A United States senator from New Jersey asked if "the Indian tribes were ever consulted." Davy Crockett, later to die at the Alamo in Texas, was a Tennessee congressman in 1830. He declared that he knew:

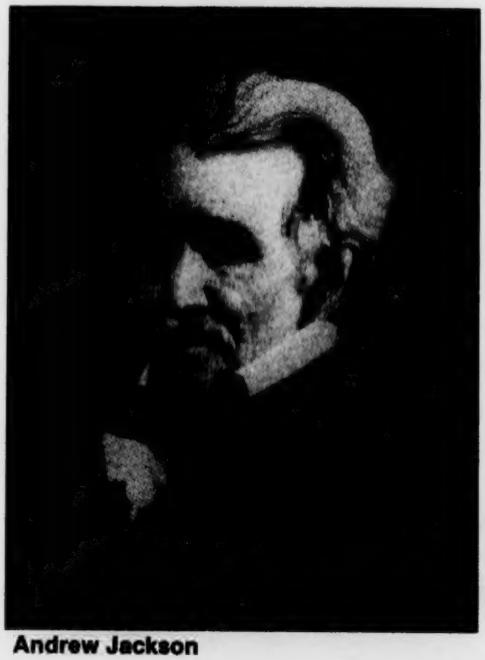
> "...many of their tribes, and nothing should ever induce [him] to vote to drive them west of the Mississippi..."

The Cherokees appealed to the American people on July 17, 1830, and pleaded:

> "...We wish to remain on the land of our fathers...The treaties made with us, and the laws of the United States... guaranty our residence and our privileges..."

President Jackson disagreed and told a Chickasaw delegation:

> "...[My] earnest desire is, that you may be...preserved as a nation, and this...can only be done and secured by your consent to remove to a country beyond the Mississippi..."



Andrew Jackson

Jackson pushed for "removal" in his second Annual Message in December 1830. He stated bluntly:

> "It is, therefore, a duty which this Government owes to the new States to extinguish as soon as possible the Indian title to all lands which Congress themselves have included within their limits..."

The efforts to strip the Native Americans of their sovereignty and lands continued. In 1832 these efforts received a setback in the Supreme Court. Chief Justice Marshall stated:

> "...The Cherokee nation, then, is a distinct community...in which the laws of Georgia can have no force..."

The ruling had no effect because the Federal government ignored it. President Jackson is supposed to have said, "John Marshall has made the decision: now let him enforce it."

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. Davy Crockett did not want Native Americans to be forced to move.

____ 2. The "Removal Bill" gave power to the states to move Native Americans from the land.

____ 3. Chief Justice Marshall ruled that Georgia could not force Native Americans to move.

____ 4. President Jackson was forced to obey the ruling handed down by the Chief Justice.

____ 5. The Supreme Court ruling in the Georgia case had no effect.

STEP 3

KEY WORDS: Look up these words in the Glossary.

survivors
remnant
exiles
subsist
exodus
futile
fettered
depart

THINK ABOUT THIS:

1. What lands were set aside for the Native Americans who were to be moved west?
2. Why was the movement of the Native Americans called the "Trail of Tears"?

READ THIS:

The entire sad episode moved toward its conclusion in the 1830s. Lands were set aside in 1834 for a special Indian Territory. It would later become the state of Oklahoma. Meantime, the removal of Native Americans by use of "treaties" or force continued. The Choctaws were the first to agree to move. A white settler near Vicksburg, Mississippi, reported on one such move. He saw a party of "Indians" crossing a swollen river on rafts in a sleet storm:

> "...under the pressure of hunger...old women and young children, without any covering for their feet, legs or body except a cotton underdress..."

The Creeks resisted leaving, but some were finally forced to move. In one case, only 469 survivors remained of the 630 who began the trip. Hunger, cold, and sickness had killed the others.

A newspaper, the "Montgomery Advertiser," expressed the shock of some white people. It declared:

> "...The Red Man must soon leave. They have nothing left on which to subsist. Their property has been taken from them...and by whom? By white men..."

Creeks living in Alabama and Georgia were rounded up by Federal troops. Many were handcuffed and marched off under heavy guard to the "Indian Territory." Two to three thousand women and children went along with the several hundred men. The "Montgomery Advertiser" wrote that:

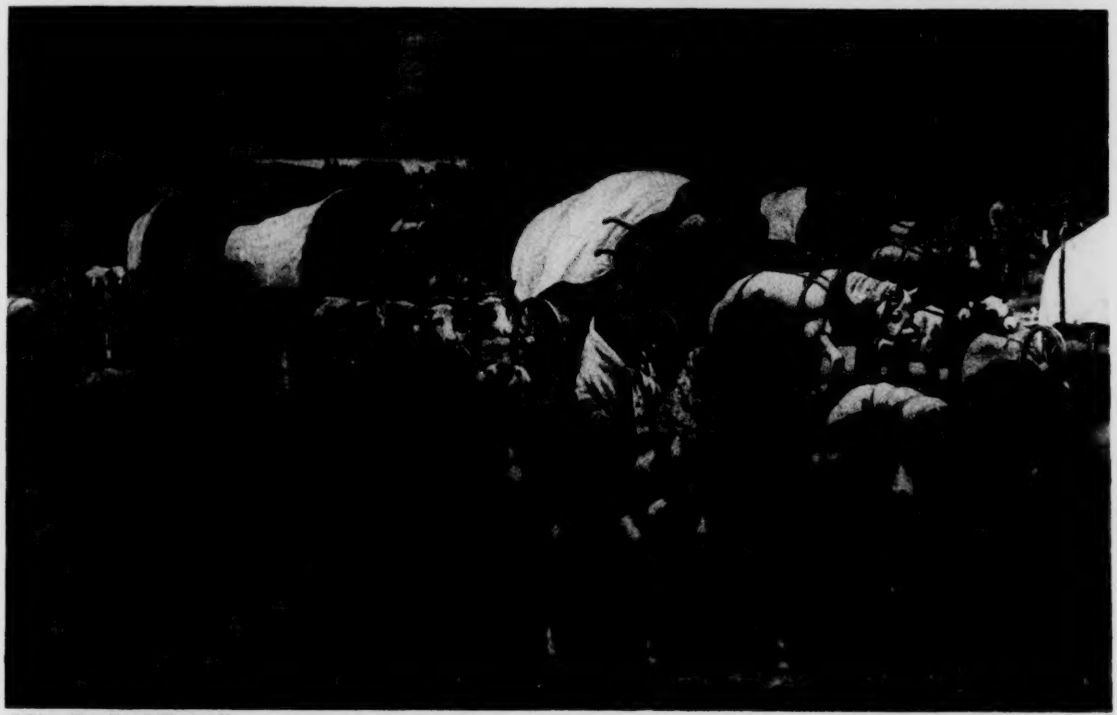
> "To see the remnant of a once mighty people fettered and chained together, forced to depart from the land of their fathers into a country unknown to them, is of itself sufficient to move the stoutest heart..."

The Cherokees fought removal the longest, but finally had to begin their exodus. Herded by Army troops, nearly 15,000 Cherokee left their lands. A white traveler from Maine saw some 2,000 Cherokee moving through western Kentucky and wrote:

> "The Indians carry a downcast dejected look bordering upon the appearance of despair;...[I wept at the thought that] my native countrymen had thus expelled...those suffering exiles...full well I know that many prayers have gone up to the King of Heaven from Maine in behalf of the poor Cherokees."

Prayers proved as futile as the curses of those made to leave their lands. By the end of the 1830s, thousands of Native Americans had been driven from their homes in the Southeast. It is believed that about one-fourth died of cold, hunger, and disease while making the journey to the "Indian Territory."

The long forced march became known to Native Americans as the "Trail of Tears." They had once been proud, free, and independent. When they finally arrived in their new lands, they were a defeated people.



"The Trail of Tears"

Woolaroc Museum, Bartlesville, Oklahoma

CHECKING UP:

Mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. Native Americans were forced to move out of Oklahoma.

____ 2. Army troops were used to force Native Americans to move.

____ 3. Bad weather was the most serious problem for Native Americans moving west.

____ 4. Women and children were not made to move with the Native American men who were sent west.

____ 5. Most Americans knew nothing about the removal of Native Americans from lands east of the Mississippi River.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. President Andrew Jackson did not get along well with Chief Justice Marshall.

____ 2. White Americans in the Southeast wanted lands held by Native Americans in that area.

____ 3. The movement of people to the "Indian Territory" was not well organized.

____ 4. President Andrew Jackson was determined to move Native Americans from the Southeast to lands west of the Mississippi River.

____ 5. Constitutional questions were overlooked or ignored in the efforts to remove Native Americans from their lands.

____ 6. The Native Americans were the original Americans.

B. CHECKING FOR DETAILS

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. Native Americans were a very religious people.

____ 2. The Constitution gave Congress the power to regulate commerce with Native American "tribes."

____ 3. Southern states wanted to place Native Americans under the authority of state governments.

____ 4. Andrew Jackson felt he was a true friend of Native Americans.

____ 5. The Cherokees were the most powerful of the Native American nations.

____ 6. Land pressures in the United States led to demands to remove Native Americans to beyond the Mississippi River.

____ 7. Chief Justice Marshall did not believe the laws of Georgia applied to the Cherokee nation.

____ 8. The lands of the "Indian Territory" were of little use for farming or hunting.

____ 9. The removal of the Cherokees was cruel, and it was not legal.

____ 10. Native Americans might have been willing to sell their land if the price was high enough.

C. UNDERSTANDINGS

Explain the importance of any TWO of the following statements:

1. In at least 60 words, tell what Andrew Jackson meant when he said:

> "It is, therefore, a duty which this Government owes to the new States to extinguish as soon as possible the Indian title to all lands which Congress themselves have included within their limits."

2. In at least 50 words, tell what the Cherokees were trying to say when they declared:

> "We wish to remain on the land of our fathers…The treaties made with us, and the laws of the United States…guaranty our residence and our privileges."

3. In at least 65 words, tell what President Jackson meant when he is supposed to have said:

> "John Marshall has made the decision: now let him enforce it."

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. It has been said that the treatment of Native Americans was cruel, but it was necessary in order for the United States to become a great nation. Give your feeling about this point of view in at least 70 words.
2. What did you think of Andrew Jackson before reading this selection? Has this selection changed your ideas about Jackson? If so, how? If not, why not? Answer in at least 60 words.

E. LOOKING AHEAD

Many Americans today are ashamed of how Native Americans were treated in the past. Much that was done cannot be undone at this late date. However, a sense of justice demands some steps be taken to improve conditions for Native Americans today. What do you think might be done? You might discuss this in class.

(End of Lesson 6)

Lesson 7

The National Spirit: The Webster-Hayne Debate

STEP 1

KEY WORDS: Look up these words in the Glossary.

abominations internal null
nullification opposed

THINK ABOUT THIS:

1. What were the three sections of the United States in 1830?
2. How did the different sections feel about the issue of tariffs?

DO THIS:

1. Identify the North section on a map of the United States in 1830.
2. Identify the South section on a map of the United States in 1830.
3. Identify the West section on a map of the United States in 1830.

(See map on page 39.)

READ THIS:

The national pride of Americans existed alongside their sectional feelings. In 1830 there were three main sections in the United States. They were the North, South, and West. Each section had its own views about land, banks, slavery, tariffs, and other issues.

The tariff was a sectional issue during the 1820s. Most Northerners wanted a high, protective tariff. This high tax on imports would protect the new, "infant" industries of the North. It would also bring greater income to the national treasury.

The South was against high tariffs. A tax on imports raised the cost of goods the South bought. Also, the South had few industries. It did not need the protection of a high tariff.

The West was divided on the issue of the tariff. But the West wanted government help for internal improvements. These internal improvements included roads and canals. Northerners gave general support to the West on this issue. The South did not feel any need for internal improvements.

Southerners were angered by the high rates in the 1828 tariff bill. South Carolina issued a statement of protest. It called the 1828 tariff the "Tariff of Abominations."

South Carolina's protest made these main points:

1. The states had given the federal government only limited powers.

2. The federal government could not go beyond those limited powers.

3. If the federal government went beyond its powers, the states could act. States could declare a federal law null and void.

This belief in "nullification" was widely held in the Democratic party. The Democrats were very strong in the South in the 1800s.

The Democrats were opposed by the Whig party. This new party had taken the place of the Federalists. Its main strength was in the North and in much of the West. The Whigs were mostly against nullification.

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. The Whigs opposed the Democrats.

____ 2. The South favored high tariffs.

____ 3. The tariff of 1828 was not liked by the South.

____ 4. South Carolina felt that the federal government had only limited powers.

____ 5. South Carolina did not feel a state could declare a federal law null and void.

STEP 2

KEY WORDS: Look up these words in the Glossary.

barriers prescribe orators
construction

THINK ABOUT THIS:

1. What were the main points made by Senator Hayne?
2. What did Senator Everett think about Hayne's speech?
3. How did Webster feel about the right of states to declare a federal law null and void?

READ THIS:

The issue of nullification came to a head in 1830 in the United States Senate. On January 25, Senator Robert Y. Hayne, a South Carolina Democrat, spoke in the Senate. His defense of nullification included mention of Jefferson's earlier Republican party.

Hayne declared:

> "...the South Carolina doctrine [of nullification] is the Republican doctrine of 1789..."

Hayne then tried to link the early Federalists to nullification. He said they had come close to accepting nullification during the War of 1812. The Federalists had opposed that war. They had even issued a protest at a convention held in Hartford, Connecticut, in 1814. Hayne argued that this showed that the issue of nullification was something:

> "...which New England statesmen were not unwilling to adopt [at the Hartford Convention in 1814] when they believed themselves to be victims of unconstitutional legislation..."

By "New England statesmen," Hayne meant the Federalists. They had been in political control of New England in 1814. The party had died out in the 1820s and its place was taken by the Whigs. Hayne wanted to tie the Whigs to the earlier Federalist party.

Hayne next warned against a strong central government. He set forth the views of "states' rights" sectional leaders in these words:

> "If the federal government...is to prescribe the limits of its own authority, and the states are...not allowed to examine and decide for themselves when the barriers of the Constitution shall be overleaped, this is practically 'a government without limitation of powers.'"

If that should happen, Hayne warned the Congress:

> "...the people are entirely at your mercy."

Hayne's speech impressed many senators. In spite of this, Senator Daniel Webster decided to reply to Hayne. Some senators did not think this was a wise move. Senator Edward Everett, another famous orator, later recalled:

> "It was thought by...some of Mr. Webster's friends, that it was impossible for him to answer the speech."

Daniel Webster was a Whig senator from Massachusetts. He was one of the best orators in the Senate. Webster felt he must answer Hayne's challenge. The result was a debate that ran for two weeks. The most brilliant speech was made by Webster the day after Hayne had spoken. Webster spoke for American nationalism when he declared:

> "If anything can be found in the national Constitution…which ought not to be in it, the people know how to get rid of it…"

In addition, said Webster:

> "If any construction be established, unacceptable to them, so as to become, practically, a part of the Constitution, they will amend it…"

But, said Webster, while the people choose to keep the Constitution as it is:

> "…who has given, or who can give to the state legislatures a right to alter it, either by interference, construction, or otherwise?"

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

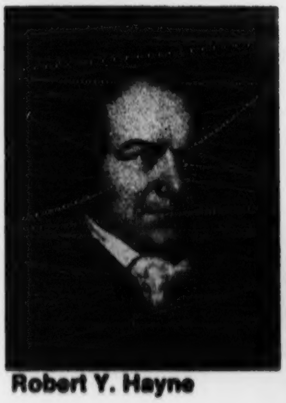
____ 1. The Federalists had opposed the War of 1812.

____ 2. Hayne was a believer in the right of nullification.

____ 3. The Whigs had taken the place of the earlier Federalists.

____ 4. Hayne's speech did not make a big impression in the Senate.

____ 5. Hayne did not try to tie the Whigs to the earlier Federalists.



Robert Y. Hayne

Daniel Webster

STEP 3

KEY WORDS: Look up these words in the Glossary.

dissevered
discordant
secede

fragments
rent
sentiment
spellbound

fraternal
belligerent
inseparable

THINK ABOUT THIS:

1. What did Webster say he feared might happen in the years ahead?
2. What did Webster say about the importance of the union of states and liberty?
3. How did the Civil War decide the issues of nullification and secession?

READ THIS:

Webster had made his main points. Now he went on to appeal to the feelings of the Senate and the nation. He held the Senate spellbound as he cried out:

> "When my eyes shall be turned to behold for the last time, the sun in heaven, may I not see him shining on the broken and dishonored fragments of a once glorious Union; on states dissevered, discordant, belligerent, on a land rent with civil feuds, or drenched, it may be, in fraternal blood."

Instead of this scene of civil strife, Webster hoped to see the nation's flag:

> "...everywhere, spread all over in characters of living light, blazing on all its ample folds, as they float over the sea and over the land, and in every wind under the whole heavens, that other sentiment, dear to every true American heart..."

And what was that sentiment? In a voice that filled the Senate, Webster uttered the words:

> "Liberty and Union, now and forever, one and inseparable!"

It is small wonder that Senator Everett found Webster's speech "left nothing to be wished for..."

Three months after the debate, an important event took place. Southern Democrats had arranged a Jefferson Day dinner. Its stated purpose was to honor the memory of Jefferson who had died in 1826. The hidden purpose was to advance the idea of nullification.

President Andrew Jackson was asked to deliver the main toast at the dinner. Jackson, a western Democrat, was expected to support nullification. He did not. He looked straight at Vice-President Calhoun while making the toast. Calhoun, a fellow Democrat, strongly favored nullification. President Jackson's voice was clear and loud as he proposed the toast:

> "Our federal union — it must be preserved."

In those few words Jackson gave his support to nationalism over the idea of sectionalism.

Nationalism grew stronger, but sectional feeling did not die out. The southern leaders continued to advance the idea of nullification. They also declared states had the right to secede from the United States.

In 1861 those beliefs helped to lead to the Civil War. During that war the terrible battle of Gettysburg was fought. Four months after the battle a memorial meeting was held at Gettysburg. Edward Everett delivered a two hour oration at that meeting. His great effort was overshadowed by the short speech given by President Lincoln.

Lincoln's Gettysburg Address expressed the spirit of the American nation. In addition, the Civil War (1861-1865) ended forever the issues debated by Hayne and Webster in 1830. It established for all time two important points:

1. States cannot declare federal laws null and void.
2. No state may secede from the United States.

CHECKING UP:

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. Webster was a strong believer in nationalism.

____ 2. Webster was a better orator than Hayne.

____ 3. Webster did not believe that the states had the right to alter the Constitution.

____ 4. Webster blamed the South for the problems of the country.

____ 5. The ideas of Lincoln were not like the ideas held by Hayne.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 4 IMPORTANT IDEAS in the reading selection.

____ 1. Webster and Hayne were two of the greatest orators in the nation.

____ 2. Sectional differences led to many serious disputes in the United States.

____ 3. The Webster-Hayne debate dealt with the issues of sectionalism and nationalism.

____ 4. The Civil War ended the issues of nullification and secession.

____ 5. Webster's speech held the Senate spellbound.

____ 6. President Andrew Jackson spoke out as a nationalist.

B. UNDERSTANDINGS

Choose the correct answer.

1. "Our federal Union — it must be preserved."

This statement by President Jackson showed he was a:

____ a. believer in nullification.

____ b. nationalist.

____ c. sectionalist.

2. "...who has given, or who can give to the state legislatures a right to alter it [the Constitution], either by interference, construction, or otherwise?"

This statement would probably gain the support of:

____ a. Everett, Hayne, and Lincoln.

____ b. Webster, Hayne, and Everett.

____ c. Webster, Lincoln, and Jackson.

3. "...the South Carolina doctrine [of nullification] is the Republican doctrine of 1789..."

This statement was made for the purpose of attacking the:

____ a. Democratic party.

____ b. Whig party.

____ c. Federalists.

4. "If anything can be found in the national Constitution...which ought not to be in it, the people know how to get rid of it..."

These words were spoken:

____ a. as a warning to the federal government.

____ b. as a statement of the national point of view.

____ c. as a statement of the sectional point of view.

C. MAP SKILLS

Indicate the section in which each of the following states belonged in 1830.

N for NORTH S for SOUTH
W for WEST

____ Pennsylvania

____ Kentucky

____ Virginia

____ Ohio

____ New Jersey

____ North Carolina

D. IN YOUR OWN WORDS

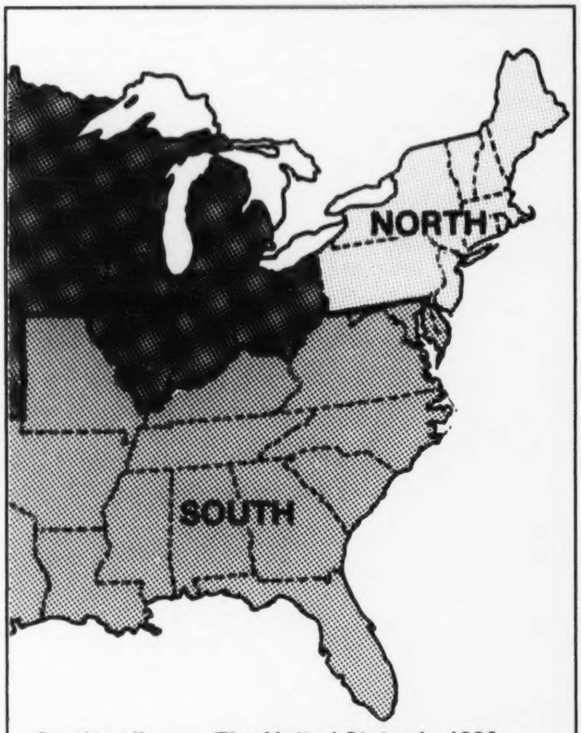
1. On a separate sheet of paper, write ONE of the following short essays:
    a. List 2 main points made by Senator Hayne and tell something about each in at least 60 words.
    b. List 2 main points made by Senator Webster and tell something about those points in at least 60 words.

2. Write at least 70 words on the following topic:
    a. What are some examples of a national spirit and some examples of a sectional spirit?

E. LOOKING AHEAD

Sectional feeling is still very much a part of American life. The Northeast, Southeast, Southwest, Mid-West, Northwest, and Pacific West are sometimes defined as the present-day sections. How might these sections differ on such issues as water rights, urban (big city) affairs, and tariffs? You might discuss this in class.

(End of Lesson 7)



Sectionalism — The United States in 1830

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Lesson 8

Slavery Remembered

STEP 1

THINK ABOUT THIS:

1. How widespread was slaveholding in the South?
2. How did slaveholders try to control the slaves they owned?

READ THIS:

Slavery played a major part in the life of the South. The number of black slaves rose from 700,000 in 1790 to nearly 4 million in 1860.

Only a small number of southerners owned large plantations with hundreds of slaves. There were only 384,000 slave owners in the South in 1860. This meant only one-fourth of white southerners owned any slaves. About 200,000 southerners owned five or fewer slaves. Eighty-five percent of white southerners owned 20 or fewer slaves. However, the slaveowners had a great deal of influence in the South. There was great prestige in owning slaves and most white southerners were in favor of slavery. Slavery and slaveowners controlled the lives of white southerners.

Slavery also controlled the lives of black slaves in the South. Of course different people were treated in different ways. But the ex-slaves remembered things about their lives that tell us much. In their own words they tell the sad story of slavery in terms of people.

Slave Control:

In many parts of the South the black slaves outnumbered whites. This led to efforts to control the slaves. Many areas required blacks to carry passes when they were not on the property of their owners. Special "patrols" of mounted and armed white men checked blacks for passes.

The patrollers, called "paddy-rollers" or "patterollers" by the slaves, were often feared. A song heard in many fields warned, "Run...run. De patteroll git you..."

The purpose of the patrols was to keep slaves fearful. This was shown by a notice in a Kentucky newspaper in 1852. It said:

> "Notice is hereby given, that from and after this date, no slave will be permitted to come to [town]...day or night, without a written pass...and all slaves living in town will be required to retire from the streets at nine o'clock p.m...."

The notice went on to warn:

> "Refusal to obey the above orders will be punished with stripes."

"Stripes" referred to lashes with a whip. Though most slaves could not read, they would soon get the message.

Keeping slaves on the plantation could be a difficult task. James Polk, later to be a president of the United States, was a plantation owner. His overseer wrote a number of letters to him in the early 1830s. These letters included the following:

> "I am sorry to tell you that Jack and Ben hath left the plantation...I want them both brought back. If they ain't, the rest will leave me also."

The runaways were caught and a different overseer wrote to Polk:

> "They say that Jack was very badly whip'd indeed..."

The whipping had been intended as a lesson to the other slaves. It failed. Three weeks later the overseer wrote to Polk:

> "On this day a week ago Hardy left his teams standing in the field and on last night I got him home and on this morning Jim and Wally when I called them they both answered me...and I have not hear of them since..."

Less than a month later, the overseer reported:

> "I have all the negroes at home but Jim. I have got Jack and I have got Hardy and I went to the iron works and got Ben and on last Monday I got Wally..."

The reason for this roundup of slaves was:

> "...they have all been runaway and I have got them all back."

The overseer's sense of progress did not last long. Eleven days later he wrote:

> "Jim and Wally both have been run away..."

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. Few slaveowners owned more than 20 slaves.

____ 2. Patrols were used by slaves who wanted to gain their rights.

____ 3. Slaves were often required to carry passes.

____ 4. Most southerners owned slaves.

____ 5. White slaveowners had a great deal of influence in the South.

STEP 2

KEY WORDS: Look up these words in the Glossary.

sham asunder

THINK ABOUT THIS:

1. What were the legal rights of slaves?
2. What rights did slaves have in regard to marriage and children?

READ THIS:

Rights of Slaves:

Holding slaves in line was a very difficult matter. Punishments were often used, but the slave system also made use of other methods. In all of this, the lack of legal rights for slaves played an important part. A slave had no legal rights, could not sign contracts, and could not even testify in a court of law. Slaves did not even have the right to a legal marriage. The Supreme Court of North Carolina ruled in 1857:

> "A slave cannot make a contract. Therefore, he cannot marry legally. Marriage is based upon contract. Consequently, the relation of 'man and wife' cannot exist among slaves."

Some masters overlooked such legal matters and arranged for proper marriages for their slaves. But many slaveowners conducted a sham marriage "ceremony." An ex-slave remembered how the master would choose wives for the men. After reading "something real fast" out of a Bible the master would say:

> "Dat yo' wife. Dat yo' husban' I'se yo' marsa She yo' missus You married."

"Ceremonies" of this type were recalled by many ex-slaves. Many years later one of the ex-slaves said:

> "We slaves knowed them words wasn't binding. Don't mean nothing unless you say, 'What God done joined, can't no man pull asunder.' But they never would say that. Just say, 'Now you married.'"

The lack of legal rights for slaves included rights to their children. The buying and selling of slaves meant that families were often separated and children taken from their mothers. An ex-slave recalled many years later:

> "Sometimes, when the ol' auctioneer was selling off a mother, she would call out to those that was looking on, 'Buy my children, Master!' She was trying to fix it so they all be together. Sometimes, Ol' Master would say, 'I don't want your children.' Then the mother would give such a pitiful cry."

More than fifty years later the ex-slave would tell her interviewer:

> "Lord, Lord, child, I don't like to recollect those days."

CHECKING UP:

Mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

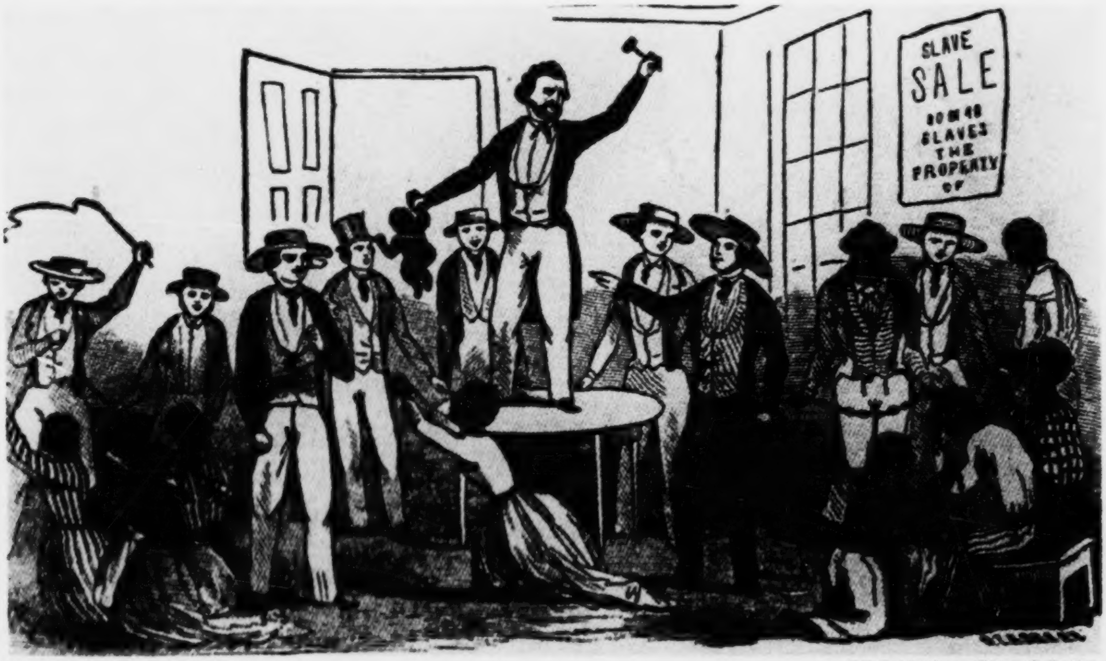
____ 1. Slave children were worth large sums of money.

____ 2. Slave masters often arranged sham marriages of the slaves.

____ 3. Slaves had no legal rights to a marriage.

____ 4. Most slaves could not read the words of a contract.

____ 5. The selling of slaves could separate a mother and child.



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STEP 3

KEY WORDS: Look up these words in the Glossary.

gourd
spiritual
Underground Railroad

THINK ABOUT THIS:

1. How did slaveholders want to use religion for their own purposes?
2. What was the importance of the spirituals to the slaves?
3. How were religion and songs linked to the idea of freedom by slaves?

READ THIS:

Religion of the Slaves:

The religion slaveholders taught their slaves was limited in many ways. It placed emphasis upon obedience and a belief in heavenly rewards. But the religious beliefs of many slaves were expressed in many informal ways. The slaves often slipped off into nearby woods for their own "hush harbor" services. Not even fear of patrollers could stop these secret religious meetings.

Much of the religious feeling of the slaves was expressed in songs called spirituals. Many of these songs showed the deep desire for freedom. The words to one song were:

> "I'm gonna tell God all my troubles,
> When I get home...I'm gonna tell him
> the road was rocky
> When I get home."

But there were also songs that told of the joy of prayer. One of these songs said:

> "I went down in the valley to pray
> My soul got happy and I stayed all
> day."

Many songs linked religion to the desire for freedom. Runaway slaves often knew a song that spoke of the Big Dipper in the sky as a "drinking gourd." The Big Dipper could be used to find the north direction. Runaway slaves moving north knew they could find help from the Underground Railroad. The "old man," or agent of the Underground Railroad, would move the runaway north to freedom. The song the runaways sang said:

> "Follow the drinking gourd,
> For the old man is a-waiting for you
> To carry you to freedom
> If you follow the drinking gourd."

In the fields of the South there were slaves who sang:

> "Oh, Freedom!
> Freedom over me!
> Before I'd be a slave
> I'd be buried in my grave
> And go home to my Lord and be
> Free."

During the Civil War those words were sung by black Union soldiers who were going into battle. Freedom was the message in the spirituals. It was freedom that runaways hoped to find in the North. It was freedom that all slaves would find after the Civil War. Even death was a form of freedom from slavery. More than one hundred years later the words of a slave song were put on the headstone of the Rev. Martin Luther King, Jr.

> "Free at last.
> Free at last.
> Thank God Almighty,
> I'm free at last."

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. Slaveowners used religion to help make slaves more obedient.

____ 2. The "hush harbor" meetings were secret religious services.

____ 3. The "drinking gourd" was a term used for agents of the Underground Railroad.

____ 4. Many of the songs of the slaves were linked to a desire for freedom.

____ 5. The spirituals were used by the slaveowners to teach slaves to be more obedient.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. The slave population rose over the years.

____ 2. Slaveowners used many methods to try to hold slaves under control.

____ 3. Overseers reported to slave owners on the actions of slaves.

____ 4. Slaves had no legal rights.

____ 5. Many slaves had strong religious feelings.

____ 6. Religion and spiritual songs played a big part in expressing the desire of slaves for freedom.

B. UNDERSTANDINGS

Choose the correct answer.

1. "A slave cannot make a contract...Marriage is based upon contract..."

This decision by the Supreme Court of North Carolina meant that:

____ a. slaves could not make a contract, but they could marry.

____ b. slaves could not marry because marriage was a form of contract.

____ c. slaves could only marry if they agreed to a contract.

2. "I went down in the valley to pray
My soul got happy and I stayed all day."

These words in a spiritual song meant that the slave:

____ a. often prayed.

____ b. was often a happy person.

____ c. found comfort in prayer.

3. "Free at last.
Free at last.
Thank God Almighty,
I'm free at last."

The words in this song meant that

____ a. slaves were finally freed by the Civil War.

____ b. slaves looked to God to set them free.

____ c. death could set people free from the burdens of life and slavery.

C. CHECKING FOR DETAILS

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. Most white southerners did not own any slaves.

____ 2. People serving on patrol in the South were generally cruel.

____ 3. Runaway slaves hoped to find freedom in the North.

____ 4. A slave could not testify in a court of law.

____ 5. Many slaveowners tried to avoid separating slave families.

____ 6. Slaves expressed their religious feelings in many ways.

____ 7. The Underground Railroad could help runaway slaves find freedom in the North.

____ 8. Slave songs linked religion to the desire for freedom.

D. IN YOUR OWN WORDS

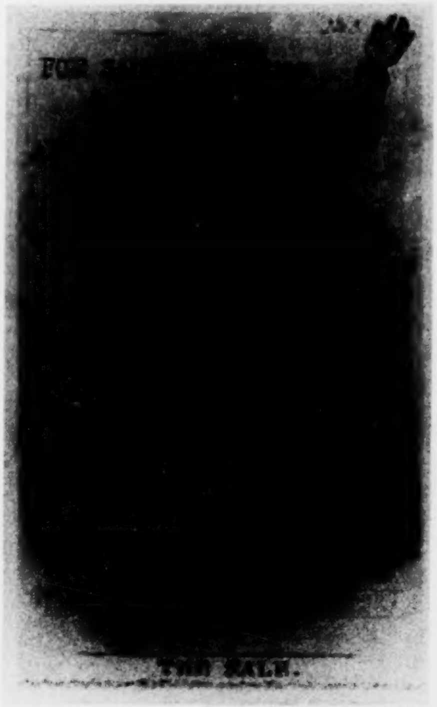
On a separate sheet of paper, write ONE of the following short essays:

1. How did the southern slaveowners try to keep control over the slaves? Write your answer in at least 65 words.
2. How did the lack of legal rights affect slaves? Write your answer in at least 75 words.

E. LOOKING AHEAD

A famous scientist once said that "a people that has no past can have no future." Why do you think it is important for people to know about their past? How can knowing about the past of slavery in the United States be helpful to white people as well as black people? You might want to discuss this in class.

(End of Lesson 8)



Courtesy Sophia Smith Collection, Smith College

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Lesson 9

Abolitionism and "Freedom's Journal"

STEP 1

KEY WORDS: Look up these words in the Glossary.

minions
prejudice
equivocate
opposition
fugitive
spurns
craven

THINK ABOUT THIS:

1. What was the aim of the abolitionists?
2. How was religious feeling linked to abolitionism?
3. Who was William Lloyd Garrison and what was his importance?

READ THIS:

> "I am an Abolitionist —
> I glory in the name,
> Though now by Slavery's minions hissed,
> And covered o'er with shame.
>
> It is a spell of light and power —
> The watchword of the free:
> Who spurns it in the trial-hour,
> A craven soul is he!"

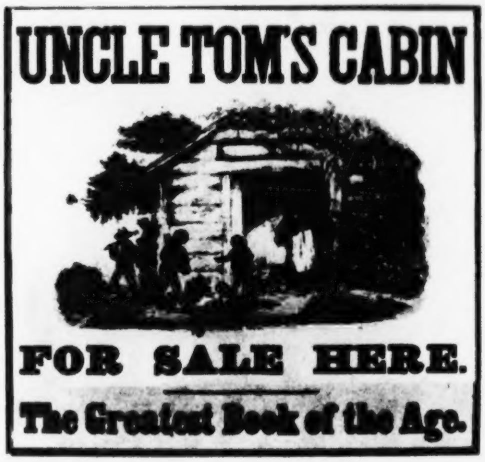
These words were sung proudly by a small group of Americans in the mid-1800s. They were men and women who did not agree about many things. But they were united in a belief that slavery was evil. They were called abolitionists because they wanted to abolish slavery.

Most of the abolitionists were white Americans. Though few in number they were often well known. Many were deeply religious people and some were ministers of churches. One of these ministers was the Rev. Theodore Parker. He was a popular orator and the minister of an independent church in Boston. He was known as "Thunder and Lightning" for good reasons. When a group of free blacks stormed a Boston courtroom in 1851 to free a fugitive slave, Parker called their action:

> "The noblest done in Boston since the destruction of the tea."

Theodore Weld was another religious figure and abolitionist leader. He was encouraged in his efforts by his wife, Angelina Grimke. She and her sister Sarah had been born in South Carolina. Their father was a slaveowner but they went north and became abolitionists.

Women played an important part in the fight against slavery. Lucretia Mott was an active abolitionist and also a fighter for women's rights. Two other women who helped to promote abolitionism were Harriet Beecher Stowe and Julia Ward Howe. Harriet Beecher Stowe wrote *Uncle Tom's Cabin* in 1852. It helped awaken many Americans to the evils of slavery.


UNCLE TOM'S CABIN
FOR SALE HERE.
The Greatest Book of the Age.

N.Y. Public Library Picture Collection

Julia Ward Howe wrote the "Battle Hymn of the Republic" in 1861. It became the leading song of the Union troops during the Civil War and is popular to this day.

Abolitionism also attracted writers and journalists. John Greenleaf Whittier was a popular New England poet. He wrote about the joys of youth and rural life in "The Barefoot Boy." Its opening lines are:

> "Blessings on thee, little man,
> Barefoot boy, with cheek of tan."

But Whittier also was active as an abolitionist. In 1843 he wrote a fiery poem attacking fugitive slave laws. He urged the people of Massachusetts — the Bay State — to refuse to help in returning fugitive slaves. His poem ended with the words:

> "No fetters in the Bay State —
> no slave upon our land."

Perhaps the boldest of the abolitionists was William Lloyd Garrison. He founded the newspaper "Liberator" in January, 1831. There were very few abolitionists at the time but Garrison fearlessly announced his opposition to slavery. He declared:

> "I will be harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, to speak, or write, with moderation..."

He then wrote the words that guided him in the battle against slavery:

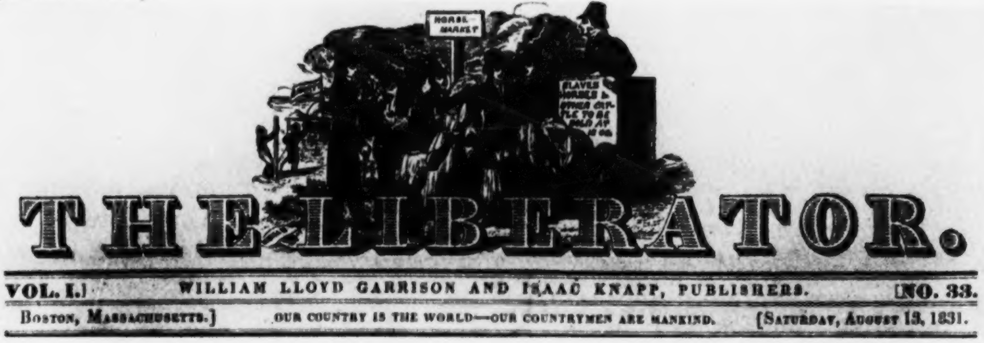
> "...I am in earnest — I will not equivocate — I will not excuse — I will not retreat a single inch — AND I WILL BE HEARD."

He was, indeed, heard until the Civil War helped to end slavery. Even in that war he was heard. Though he opposed all wars, his son served as an officer in the Union army. George Thompson Garrison was a white officer in the black 55th Massachusetts Regiment.

Garrison, and other abolitionists, were often attacked physically. Their lives were threatened and they were beaten by angry mobs. In spite of this, they did not give in. They were often moved by a sense of duty to their religious feelings.

Elijah Lovejoy saw abolitionism as a religious command. He published an abolitionist paper in Alton, Illinois. In 1837 his life was threatened by an angry mob. Lovejoy was urged to leave town and save himself, but he refused. His very soul burned with the belief that ending slavery was his duty. He declared, "I dare not flee Alton," and he was shot dead by the mob.

Lovejoy, like so many other abolitionists, was not without faults. In his case it was his prejudice against Catholics. At Alton he rose above his faults and displayed the courage of his abolitionist beliefs.


HORSE MARKET
SLAVES HORSES & OTHER CATTLE TO BE SOLD AT 12 OO

THE LIBERATOR.

VOL. I.] WILLIAM LLOYD GARRISON AND ISAAC KNAPP, PUBLISHERS. [NO. 33.
BOSTON, MASSACHUSETTS.] OUR COUNTRY IS THE WORLD—OUR COUNTRYMEN ARE MANKIND. [SATURDAY, AUGUST 13, 1831.

N.Y. Public Library Picture Collection

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. A majority of Americans were active abolitionists.

____ 2. Women played an important part in the fight to end slavery.

____ 3. The abolitionists agreed about most things.

____ 4. William Lloyd Garrison was not willing to compromise about the issue of slavery.

____ 5. Many abolitionists had strong religious beliefs.

STEP 2

KEY WORDS: Look up these words in the Glossary.

subscriptions
survived
participation
arrest
advocate
exclusively
endured
principles
peculiarly

THINK ABOUT THIS:

1. Why were free blacks important to the abolitionist movement?
2. Why did blacks feel they had to speak for themselves?
3. What was the importance of the newspaper "Freedom's Journal"?

READ THIS:

White Americans played an important part in the abolitionist cause. But the very heart and soul of abolitionism was its black members. There had been anti-slavery groups organized by free blacks in the late 1700s. A free black named Peter Williams was active in the early abolitionist movement in 1806. As more and more runaway slaves came north the black presence in the anti-slavery movement grew.

Conventions of free blacks played a large part in organizing the public against slavery. The first of these conventions was held in 1830. In that same year, black women organized Female Anti-Slavery Societies in New York City and in Rochester, New York. All these activities came before the American Anti-Slavery Society, largely led by whites, was founded in 1833.

Garrison's "Liberator" was founded in 1831. It began with subscriptions by 50 whites and 500 blacks. Two years later it had subscriptions from 500 whites and 1,000 blacks. The paper might never have survived without its black readers.

White abolitionists differed widely in their views of blacks. Some whites accepted blacks as equals. Other whites saw abolitionism as a religious duty, but felt blacks were inferior.

Blacks were aware of the prejudices of many abolitionists. In spite of this, blacks were active in the abolitionist movement. In 1834 there were four blacks on the Board of Managers of the American Anti-Slavery Society. Blacks were also active in the Underground Railroad. Black women were important in the effort to end slavery in the United States. Harriet Tubman and Sojourner Truth are probably the best known black women abolitionists.

Some blacks, including Frederick Douglass and Josiah Henson, toured Europe giving anti-slavery lectures. Douglass had been born a slave but escaped to freedom in 1838. In 1841, at the age of twenty-four, he became active in the abolitionist movement. Douglass felt that blacks who had been in slavery ought to speak for themselves and other blacks. He wrote:

> "...the man STRUCK is the man to CRY OUT...he who has endured the cruel pangs of Slavery is the man to advocate Liberty."

Douglass then expressed the feeling of many free blacks who were abolitionists:

> "It is evident that we must be our own representatives and advocates, not exclusively, but peculiarly — not distinct from, but in connection with our white friends."

Other blacks felt the same as Douglass. The Rev. Samuel E. Cornish was a black minister and was active in anti-slavery work. In 1827 he had joined with another free black, John B. Russwurm, to establish a newspaper in New York. The paper, called "Freedom's Journal" was the first black-owned newspaper in the United States. Cornish and Russwurm explained in the first edition why the paper was needed. They wrote:

> "We wish to plead our own cause. Too long have others spoken for us..."

The two editors went on to explain:

> "We intend...to lay our case before the public, with a view to arrest the progress of prejudice...We must be firm...in our principles..."

"Freedom's Journal" did not last very long. It was soon replaced by another paper called "Rights for All." It, too, had a short life but it set the path for other efforts to permit blacks to express their own ideas. By the end of the 1850s about twenty black-owned newspapers had been founded. One was the "North Star," published by Frederick Douglass.

Frederick Douglass

"Freedom's Journal" has an important place in American history. It was a symbol of the black participation in the abolitionist movement. Its pages, in the short life of the paper, made it possible for blacks to speak for themselves. Black people owed much to the courage and efforts of the white abolitionists. But they also needed to make clear that they, too, were an important part of the abolitionist effort.

CHECKING UP:

Mark each of the following statements a FACT (F) or an OPINION (O).

___ 1. Black people did not trust white people.

___ 2. Black anti-slavery groups were organized before the first American abolitionist society was founded.

___ 3. Frederick Douglass was born a slave.

___ 4. "Freedom's Journal" was too expensive to last very long.

___ 5. Cornish and Russwurm felt that black people had to have a newspaper in order to plead their own cause.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Abolitionists were active in the northern part of the United States.

____ 2. Free blacks were an important part of the abolitionist movement.

____ 3. There were not many abolitionists in the United States.

____ 4. Black abolitionists felt it was important that black people speak for themselves.

____ 5. White abolitionists were often attacked by mobs.

____ 6. Abolitionists felt it was their religious duty to oppose slavery.

B. UNDERSTANDINGS

Choose the correct answer.

1. "No fetters in the Bay State — no slave upon our land."

These words in the poem by John Greenleaf Whittier meant:

____ a. slavery must end everywhere in the United States.

____ b. Massachusetts would not accept the right of slaveowners to seek fugitive slaves in its borders.

____ c. Massachusetts could not stop slaveowners from seeking fugitive slaves, but would not allow slavery in its borders.

2. "It is a spell of light and power —
The watchword of the free:
Who spurns it in the trial-hour,
A craven soul is he!"

These words sung by abolitionists meant that:

____ a. abolitionism was a glorious duty.

____ b. those who did not accept abolitionism were cowards.

____ c. abolitionists believed in both of the above.

3. "I dare not flee Alton."

Those words by Elijah Lovejoy meant that he:

____ a. was afraid he would be captured and killed.

____ b. felt he would be safer if he stayed in Alton.

____ c. felt that running away from Alton would mean he was not obeying his true beliefs.

4. "We wish to plead our own cause. Too long have others spoken for us."

These words in the first issue of "Freedom's Journal" meant that:

____ a. the newspaper needed the help of its friends.

____ b. white people could not help black people.

____ c. black people had to find ways to speak for themselves.

C. CHECKING FOR DETAILS

Mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. Slaveowners were afraid of what abolitionists might do.

____ 2. The Rev. Theodore Parker did not feel abolitionists should interfere with persons seeking fugitive slaves.

____ 3. *Uncle Tom's Cabin* was a book that helped many Americans see the evils of slavery.

____ 4. William Lloyd Garrison was not a very practical person.

____ 5. Elijah Lovejoy was killed because of his abolitionist beliefs.

____ 6. Free blacks were active in the anti-slavery movement before the abolitionist societies were formed.

____ 7. Frederick Douglass felt that black people should not work with white people.

____ 8. "Freedom's Journal" was the first black-owned newspaper in the United States.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write a short essay for EACH of the following:

1. What did you learn about white abolitionists in this Lesson that you never knew before? Write at least 65 words on this topic.
2. What did you learn about black abolitionists in this Lesson that you never knew before? Write at least 65 words on this topic.

E. LOOKING AHEAD

Many people feel we have much to learn today from the abolitionists of the 1800s. What can we learn from their beliefs and actions that might be useful to us today? What is the message that "Freedom's Journal" can give us today? You might discuss these questions in class.

(End of Lesson 9)

Sojourner Truth

*Courtesy
Sophia Smith Collection,
Smith College*

Lesson 10

Dorothea Dix Speaks Out

STEP 1

KEY WORDS: Look up these words in the Glossary.

- poorhouses
- influential
- humanely
- paupers
- pens
- perpetual
- neglected
- rods
- converted
- bedlams

THINK ABOUT THIS:

1. What conditions existed for the mentally ill in the United States in the 1800s?
2. Why did Dorothea Dix prepare a report for the Massachusetts legislature?

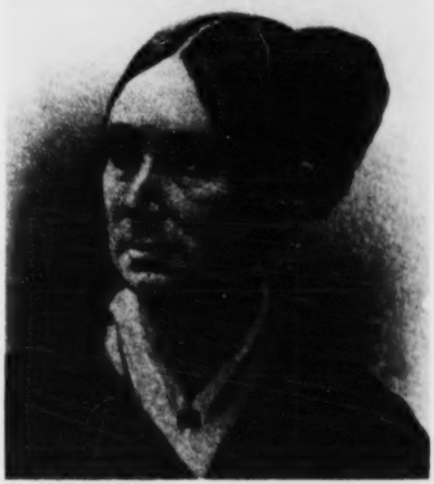
READ THIS:

The 1800s were years of change for the United States. The nation began the century as a small country with thirteen states. One hundred years later it had 45 states and was a world power. The 1800s were also a time of great change, or reform, in the United States. Among the reforms were changes in the treatment of criminals and the mentally ill.

It seems strange today to link criminals and mentally ill people. But it was not considered strange in the early 1800s. At that time criminals and mentally ill people were kept in the same jails. In other instances the mentally ill were kept in local "poorhouses" together with paupers and the homeless. All of this resulted in horrible conditions in the prisons and poorhouses.

Most people did not want to know about conditions in the prisons and poorhouses. It remained for one very determined woman to lift the curtain on what was going on. That woman was Dorothea Dix, a teacher and reformer.

Dorothea Dix had started teaching at the age of 14. She opened her own school for girls, but left it to live in England. After a few years she returned to the United States. Before long she was active in reform movements in the Boston area. She began visiting jails and poorhouses and taught a prison Sunday School class.



Dorothea Dix

What she saw shocked Dorothea Dix. It led her to begin a study of the conditions in prisons and poorhouses. She had influential friends and they supported her efforts to win reforms. In 1843 Dorothea Dix, now 41 years old, gave her first report to the Massachusetts legislature. She began her report in a manner befitting a proper lady of that time by warning:

> "I shall be obliged to speak with great plainness, and to reveal many things revolting...and from which woman's nature shrinks..."

What were these "revolting" things? Dorothea Dix stated her purpose was:

> "...to call your attention to the present state of insane persons confined...in cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience."

The report then went on to point out the reasons for these conditions:

> "...hospitals are the only places where insane people can be at once humanely and properly controlled. Poorhouses converted into madhouses cease to effect the purposes for which they were established..."

The result, Dorothea Dix wrote in her report, was that the poorhouses:

> "...instead of being asylums for the aged, the homeless, and the friendless, and places of refuge for orphaned or neglected childhood, are transformed into perpetual bedlams..."

CHECKING UP:

Mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. The 1800s were a time of reform in the United States.

____ 2. There were more people in prison than there were in hospitals in the 1800s.

____ 3. Dorothea Dix was elected to the Massachusetts legislature.

____ 4. Dorothea Dix felt it was wrong to put mentally ill people in poorhouses.

____ 5. Dorothea Dix was a schoolteacher before she became interested in reform movements.

STEP 2

KEY WORDS: Look up these words in the Glossary.

idiotic
confinement
subversive
erred
privation
benefactors

THINK ABOUT THIS:

1. Why did Dorothea Dix feel that prisons were a bad place for mentally ill people?
2. What did Dorothea Dix feel was the problem with prison wardens and other prison officers?
3. How successful was Dorothea Dix in her reforming efforts?

READ THIS:

The problems of the poorhouses also existed in the prisons. The report noted that:

> "Prisons are not constructed [to be]...county hospitals...And yet...wardens are by law compelled to receive...insane and idiotic subjects in all stages of mental disease and privation."

Dorothea Dix pointed out that the existing policies were harmful in many ways:

> "The confinement of the criminal and of the insane in the same building is subversive of the good order and discipline which should be observed in every well-regulated prison."

The report even had a good word for convicts and noted that:

> "Injustice is also done to the convicts. It is certainly very wrong that they should be doomed day after day and night after night to listen to the ravings of madmen and madwomen..."

Dorothea Dix was careful not to blame prison wardens for conditions. She said:

> "I would speak as kindly as possible of all wardens, keepers, and other responsible officers..."

The problem, she said, was that they:

> "...have erred not through hardness of heart and willful cruelty so much as want of skill and knowledge, and want of consideration."

The report closed with a stirring appeal to the legislature:

> "I beg, I implore, I demand pity and protection for these...Become the benefactors of your race...Raise up the fallen...restore the outcast, defend the helpless...Gentlemen, I commit to you this sacred cause..."

The report was the first of many actions taken by Dorothea Dix. She led a crusade on behalf of reform for prisoners and the mentally ill. That crusade was conducted in the United States, England, and Europe. It is estimated she personally saw more than 9,000 mentally ill people and other ill persons. Her efforts brought results. By 1852 eleven states had built hospitals for mentally ill people.

Dorothea Dix died in 1887 at the age of eighty-five. She lived to see the start of the many reforms for which she had fought. Her spirit lives on to this day. Our modern concern for prisoners, the homeless, the poor, and the mentally ill owes much to Dorothea Dix.

CHECKING UP:

Mark each of the following statements a FACT (F) or an OPINION (O).

___ 1. Prison wardens liked the report given by Dorothea Dix.

___ 2. Dorothea Dix felt that keeping criminals and mentally ill people in the same hospital was bad for the prison.

___ 3. Dorothea Dix did not feel that prison officials were bad people.

___ 4. Dorothea Dix was the most important reformer of the 1800s.

___ 5. Dorothea Dix did not feel that prisons were built to be county hospitals.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

___ 1. There was little attention paid to the care of mentally ill people in the 1800s.

___ 2. Dorothea Dix led the effort to bring about prison reform in the 1800s.

___ 3. Dorothea Dix was helped in her efforts by her influential friends.

___ 4. Most people did not want to know about conditions in prisons and poorhouses.

___ 5. Dorothea Dix asked the legislature of Massachusetts to act on behalf of prisoners and the mentally ill.

___ 6. Dorothea Dix did not feel that poorhouses were being used properly.

B. UNDERSTANDINGS

Choose the correct answer.

1. "Poorhouses converted into madhouses cease to effect the purposes for which they were established..."

These words by Dorothea Dix meant that:

____ a. poorhouses could be used for mentally ill people.

____ b. poorhouses used for the mentally ill are not being used properly.

____ c. poorhouses have to be built differently if they are to be used for mentally ill people.

2. "The confinement of the criminal and of the insane in the same building is subversive of the good order and discipline which should be observed in every well-regulated prison."

These words by Dorothea Dix meant that she felt that:

____ a. there must always be discipline in a prison.

____ b. keeping criminals and the mentally ill in the same building makes it easier to maintain discipline.

____ c. keeping criminals and the mentally ill in the same building makes it more difficult to keep order and discipline.

3. "[they]...have erred not through hardness of heart and willful cruelty so much as want of skill and knowledge, and want of consideration."

When she made these remarks, Dorothea Dix was talking about the:

____ a. criminals in the jails.

____ b. wardens and other prison officials.

____ c. members of the legislature.

4. "I beg, I implore, I demand pity and protection..."

Those words were addressed by Dorothea Dix to the:

____ a. general public.

____ b. wardens and prison officers.

____ c. Massachusetts legislature.

C. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. What were three main problems that Dorothea Dix wished to bring to the attention of the Massachusetts legislature? Name those problems and tell something about two of them in at least 60 words.
2. What were the special problems that you think Dorothea Dix faced when she began her reform efforts? Write your answer in at least 65 words.

D. LOOKING AHEAD

Dorothea Dix devoted most of her life to aid prisoners, the poor, and the mentally ill. She was able to accomplish much before she died. If she were alive today, would she feel content with the way these groups are now being treated? You might discuss this in class.

(End of Lesson 10)

Lesson 11

Women Meet at Seneca Falls

STEP 1

KEY WORDS: Look up these words in the Glossary.

unique
vows
liberal
origins
similar

THINK ABOUT THIS:

1. Who were the leaders of the women's rights movement in the United States in the 1800s?
2. Why was the Seneca Falls convention held?

READ THIS:

The problems of American women in the 1800s were not unique. They were similar to the problems women faced in all parts of the world. These problems had their origins in ancient times when women had almost no rights. During the 1800s a women's movement developed in the United States. It demanded full and equal rights for women.

Two people led the women's equal rights movement in the United States. They were Lucretia Mott and Elizabeth Cady Stanton. Lucretia Mott (1798-1880) was married to a reformer and had six children. She and her husband were active in the abolitionist and women's rights movements.

Elizabeth Cady Stanton (1815-1902) was ten years old when her older brother died. Her broken-hearted father said, "I wish you were a boy." She took that to mean that he wished she might be allowed to do all the things only men could do. She thought about this and replied, "Then I will be a boy...and I will do all that my brother did."

Elizabeth Cady Stanton did not grow up trying to imitate men. She was always an independent woman. When she married Henry Stanton they agreed to remove "obey" from their marriage vows. Both were active in the anti-slavery and women's rights movements.

Elizabeth Cady Stanton and Lucretia Mott were in Europe in 1840. They were delegates to the World Anti-Slavery Convention. Elizabeth Cady Stanton was then only twenty-five years old. She was greatly impressed by the forty-two-year-old Lucretia Mott and wrote that her newly found friend was:

> "...the first liberal-minded woman I have ever met...Nothing in all Europe interested me as she did...I had never heard a woman talk of things that...I had hardly dared to think."

The two women were brought closer by events at the convention. Women delegates were refused seats on the main floor. Instead, they were made to sit in the gallery. The action showed how backward men were at the time, even men seeking freedom for black slaves.

Stanton and Mott protested the action of the convention. They also decided to organize a Women's Convention when they returned to the United States. However, that convention was not actually held until 1848. It met in Seneca Falls, New York, the home town of Elizabeth Cady Stanton.

Lesson 11

Women Meet at Seneca Falls

Lucretia Mott

Elizabeth Cady Stanton

Both courtesy of Sophia Smith Collection, Smith College

The delegates were mainly relatives and friends of the Stantons and Motts. Also present was Frederick Douglass, a young black abolitionist leader. Douglass was to remain a fighter for women's rights all his life. He died in 1895 while attending a women's rights meeting.

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. The problems of American women were different from the problems of other women.

____ 2. Elizabeth Cady Stanton believed in women's rights but did not try to imitate men.

____ 3. Seneca Falls, New York was the home town of Elizabeth Cady Stanton.

____ 4. The anti-slavery meeting in London in 1840 treated women as the equals of men.

____ 5. The problems faced by women had their origins in ancient times.

STEP 2

KEY WORDS: Look up these words in the Glossary.

Quaker　adjourned　inalienable
elective franchise　tyranny

THINK ABOUT THIS:

1. Why did the Seneca Falls meeting issue a Declaration of Women's Rights?
2. What were the main charges made against men in the Declaration?
3. What demands were made in the resolutions of the Seneca Falls meeting?

READ THIS:

Before the Seneca Falls meeting adjourned, it issued a "Declaration of Women's Rights." It was written by Elizabeth Cady Stanton and her words were almost too strong for some of the women. Lucretia Mott, a Quaker, warned Stanton, "Lizzie, thee will make us ridiculous."

In spite of such worries, the Convention issued the "Declaration." It opened with words taken from the Declaration of Independence, but slightly changed:

> "We hold these truths to be self-evident; that all men and women are created equal."

It went on, in a general imitation of the Declaration of Independence, to say:

> "The history of mankind is a history of repeated injuries...on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world."

The "Declaration" then listed some examples of mistreatment of women by men.

It referred to voting as the "elective franchise" and noted:

> "He has never permitted her to exercise her inalienable right to the elective franchise."
>
> "He has compelled her to submit to laws, in the formation of which she had no voice."

In addition to men denying women the right to vote, it was charged that:

> "He has taken from her all right in property, even to the wages she earns."

The "Declaration" also pointed out that:

> "He has denied her the facilities for obtaining a thorough education, all colleges being closed against her."

These and other charges against men were followed by a number of resolutions. In ringing words the Convention declared:

> "Resolved, that woman is man's equal — was intended to be so by the Creator, and the highest good of the race demands that she should be recognized as such."

The Convention did not overlook the importance of voting and it resolved:

> "...that it is the duty of the women of this country to secure to themselves their right to the elective franchise."

The Convention also took note of other limits placed upon women. It resolved that:

> "...the speedy success of our cause depends upon...the securing to women an equal participation with men in the various trades, professions, and commerce."

The Seneca Falls meeting spoke out boldly for women's rights. But it would be many years before many of the rights would be gained. The right of women to vote was not granted until 1920. The Nineteenth Amendment to the Constitution was ratified that year and provided that:

> "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex."

The women who had attended the Seneca Falls Convention would have been pleased by that amendment. Women gained many rights in the 1900s, but they have still not won full rights.

The efforts begun by Lucretia Mott, Elizabeth Cady Stanton, and others are today being carried forth by ever greater numbers of women and men.

CHECKING UP:

Write in the missing words from the words below. Each word can be used only once. There are TWO extra words in the list below.

property
absolute
establishment
franchise
inalienable
imitation
duty
abridged

1. The Seneca Falls statement declared that the men sought the __________ of an __________ tyranny over women.
2. The Seneca Falls statement was a general __________ of the Declaration of Independence.
3. The Seneca Falls statement charged that men had taken from women their right to __________.
4. The Nineteenth Amendment provided that the right of citizens to vote could not be __________ on account of sex.
5. The Seneca Falls statement declared that the elective franchise was an __________ right.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. Lucretia Mott and Elizabeth Cady Stanton were close friends.

____ 2. The Seneca Falls meeting in 1848 was the start of the effort to win full rights for women in the United States.

____ 3. The Declaration issued at Seneca Falls imitated many parts of the Declaration of Independence.

____ 4. Lucretia Mott and Elizabeth Cady Stanton were the leaders of the Seneca Falls meeting.

____ 5. The Nineteenth Amendment to the Constitution gave women the right to vote.

B. UNDERSTANDINGS

Choose the correct answer.

1. "He has taken from her all right in property, even to the wages she earns."

This statement in the Declaration issued at Seneca Falls means:

____ a. women had no control over their own property.

____ b. a husband could control the property and wages of his wife.

____ c. both of the above.

2. "He has compelled her to submit to laws, in the formation of which she had no voice."

This statement in the Declaration issued at Seneca Falls means:

____ a. women did not have the right of free speech.

____ b. women did not have the right to vote or be elected to legislatures.

____ c. women were forced to obey all laws.

3. "Lizzie, thee will make us ridiculous."

These words by Lucretia Mott show that she felt Elizabeth Cady Stanton:

____ a. was going too far in what she wrote in the Declaration.

____ b. was not a good writer.

____ c. was wrong in trying to imitate the Declaration of Independence.

C. CHECKING FOR DETAILS

Mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. Most American women did not care about being allowed to vote in the 1800s.

____ 2. Lucretia Mott felt the women's rights movement was as important as the anti-slavery movement.

____ 3. Elizabeth Cady Stanton was an independent woman.

____ 4. Elizabeth Cady Stanton wrote the Declaration issued by the Seneca Falls meeting.

____ 5. Women did not have the right to vote in the United States in the 1800s.

____ 6. Women had fewer rights than to men to an education in the United States during the 1800s.

____ 7. Women have not gained full rights in the twentieth century.

D. UNDERSTANDING ISSUES

Mark each of the following a social (S), political (P), or economic (E) issue.

1. The right of a woman to vote. ____
2. Equal rights for women. ____
3. The right of a woman to have a job. ____
4. The right of a woman to own property. ____

E. IN YOUR OWN WORDS

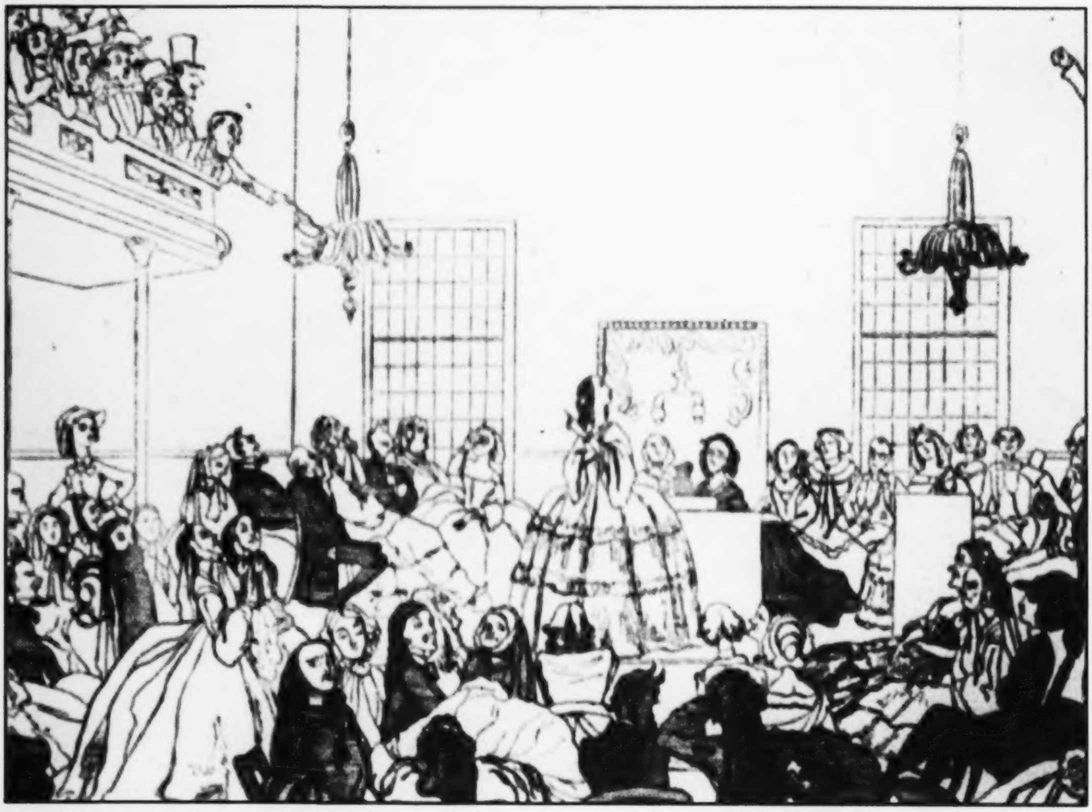
On a separate sheet of paper, write the following short essays:

1. Which example of mistreatment in the Declaration do you feel is the most important? Write about 50 words giving reasons for your answer.
2. Which of the resolutions in the Declaration do you feel is the most important? Write about 50 words giving reasons for your answer.

F. LOOKING AHEAD

Women have gained many rights since 1848, but the demand for women's rights goes on. Many women feel that they are still treated as "second class citizens." Some men feel that women are demanding too much. What do you think? You might want to discuss this in class.

(End of Lesson 11)



Caricature of a women's rights convention.

Women's Rights National Historical Park, Seneca Falls, N.Y.

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Lesson 12

The United States Moves Ahead: Canals, Steamboats, and Railroads

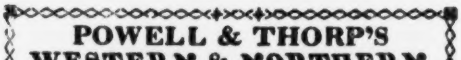
STEP 1

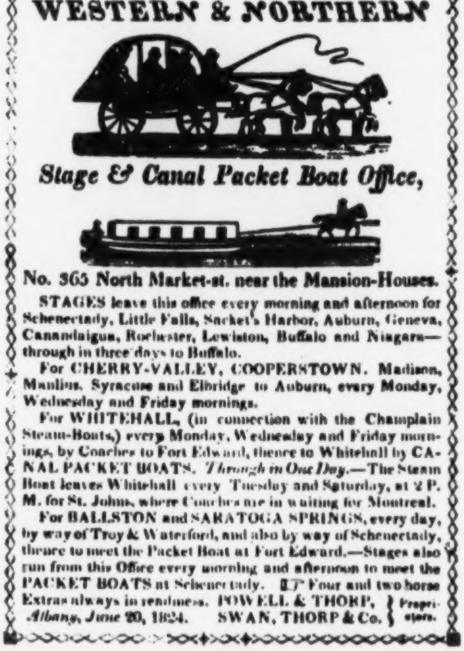
KEY WORDS: Look up these words in the Glossary.

emporium
navigable
inducements
interior
populous
uncultivated
freight
locks

THINK ABOUT THIS:

1. How did the Erie Canal affect the economic life of the United States?
2. Where were steamboats most commonly used?
3. How did canals and steamboats affect transportation in the United States?





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For BALLSTON and SARATOGA SPRINGS, every day, by way of Troy & Waterford, and also by way of Schenectady, thence to meet the Packet Boat at Fort Edward.—Stages also run from this Office every morning and afternoon to meet the PACKET BOATS at Schenectady. ☞ Four and two horse Extras always in readiness.

POWELL & THORP, } Proprietors.
Albany, June 20, 1824. SWAN, THORP & Co. }

N.Y. Public Library Picture Collection

DO THIS:

Locate the following places on a map of the United States:

1. Lake Erie.
2. New York City.
3. the Alleghenies.
4. the Hudson River.
5. the Mississippi River.
6. the Gulf of Mexico.

READ THIS:

Transportation in the United States in the 1700s was slow and difficult. It mainly involved using horses and wagons on rough dirt roads or sea travel in slow sailing ships.

The canal building period of the 1800s greatly improved transportation. The first important canal in the United States was the Erie Canal. It extended from Buffalo on Lake Erie to Albany. At that point it emptied into the Hudson River which flowed on to New York City and the Atlantic Ocean. Twenty-eight years later the Secretary of the Treasury reported that the canal:

> "...secured to the City of New York the position she now holds as the emporium of the [nation]..."

The Erie Canal also opened the West to settlement and to trade. The reason was that:

> "As soon as the [Great] Lakes were reached, the line of navigable water was extended through them nearly one thousand miles farther into the interior..."

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If the Erie Canal had not been built:

> "...the West would have held out few inducements to the settler, who would have been without a market for his most important products..."

Without the Erie Canal, the western area:

> "...would have remained comparatively unsettled up to the present time; and where now exist rich and populous communities, we should find an uncultivated wilderness."

Many other canals were built, all of them smaller than the Erie Canal. These canals were of great importance until about the 1850s. The canal boats were towed by horses and there were different types and sizes of boats. A report in 1836 told of one type:

> "These Boats have three Horses, go at a quicker rate, and have the preference in going through the locks, carry no freight, and are built extremely light..."

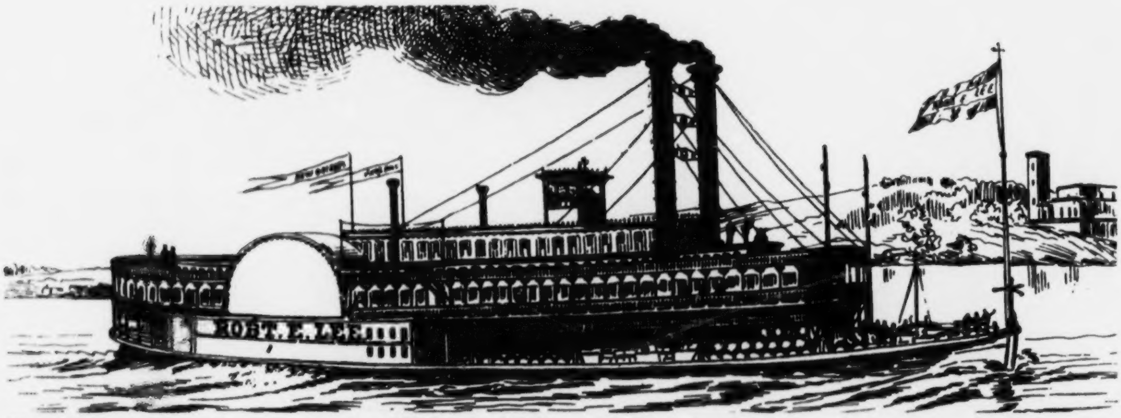
The boats carried passengers and freight. One type of boat was known for carrying freight cheaply:

> "They are larger Boats, carry freight, have only two horses, and...do not go as quickly..."

Steamships:

The first American vessel to move by steam power was invented in 1787. In 1807 Robert Fulton produced the first truly successful steamboat in the United States. By the end of the 1840s there were hundreds of steamboats and the larger steamships.

Steamboats were mainly used on the larger rivers. This was especially true of the Mississippi River and other western rivers. Passengers and freight could now be delivered with speed and, usually, in safety. Some problems arose when steamboat captains forgot the importance of safety. A German visitor described steamboating in the West in 1840 in these words:



The "Robert E. Lee" was a famous Mississippi River steamboat.

N.Y. Public Library Picture Collection

67

> "When two steamboats happen to get alongside each other, the passengers will encourage the captains to run a race...The boilers intended for a pressure of only 100 pounds per square inch, are...exposed to a pressure of 150, and even 200 pounds, and this goes sometimes so far, that the trials end with an explosion."

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. Steamboats carried passengers and freight.

____ 2. Canal boats depended upon sails to move.

____ 3. The Erie Canal was important to New York City.

____ 4. Transportation in the United States before 1800 depended upon horses and sailing ships.

____ 5. The Erie Canal opened the West to trade and settlement.

STEP 2

KEY WORDS: Look up these words in the Glossary.

waterways
corrupted
Alleghenies
replacing
yoke
whimsies
post-coaches
twain

THINK ABOUT THIS:

1. Why did railroads replace canals and steamboats in many places?
2. How did railroads affect the sense of national power in the United States?
3. What different kinds of attitudes did Americans have toward railroads?

READ THIS:

The recklessness of some captains did not prevent the growth of steamboating. More and more passengers and freight were moved by steamboats until the 1840s. By then the steam railroad was replacing canals and steamboats.

There were many reasons why railroads became so popular. Those reasons included the following:

1. Railroad lines were not limited to the paths of waterways.
2. Railroads could carry many more passengers and much more freight than was carried by canal boats or wagons.
3. Railroads could travel many hundreds of miles without long stops along the way.
4. Railroads could run at far greater speed than canal boats and steamboats.

The railroads gave a new sense of national power to the United States. A British journalist reported that an American told him:

> "This is what we have effected by tapping the West. We have united it to us by bonds of iron..."

Together with canals and the newly invented telegraph:

> "...We have made the twain one...by making the Atlantic more necessary to the West than the Gulf [of Mexico]; in short by removing the Alleghenies."

The railroad also changed the American people. In 1853 Ralph Waldo Emerson, the American thinker and author, wrote:

> "The Railroad has proved too strong for all our farmers and has corrupted them like a war...[it has] given the young men an air their fathers never had..."

Railroading became the dream of thousands of young people living on family farms. Farm life was lonely and hard. There seemed no escape from the endless round of work and hard times. The railroad seemed to offer a chance to escape. Young people, always boys in those times, lay awake at night and dreamed of railroading. The lonely, distant whistle of the steam railroad was a call to adventure for farm boys.

Not all Americans were in love with railroads. One American wrote:

> "Oh, for the good old days of heavy post-coaches and speed at the rate of six miles an hour!"

A canal company stockholder shared this dislike of railroads. He wrote in a newspaper in 1830:

> "Give me the old, solemn, straightforward regular Dutch canal — three miles an hour for expresses...with a yoke of oxen for heavy loads! I go for beast of burden...None of your hop-skip-and-jump whimsies for me."

But railroads were not "whimsies." The rail lines grew each year. In 1835 there was only 1,098 miles of railroad track in the United States. This rose to 4,633 miles in 1845 and 18,374 miles in 1855. In 1861, at the start of the Civil War, there were more than 31,000 miles of railroad track.

CHECKING UP:

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. Railroads paid good wages to their workers.

____ 2. Railroads did not have to follow the paths of waterways.

____ 3. Railroads were safer than steamboats or canal boats.

____ 4. Railroads ran at greater speeds than steamboats.

____ 5. Railroads united the eastern and western parts of the United States.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

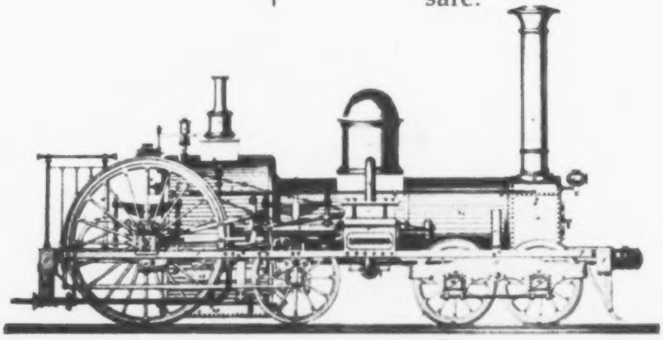
Put a check next to what you think are 3 IMPORTANT IDEAS in the reading selection.

____ 1. Canals helped to extend transportation to the West.

____ 2. The Erie Canal was located in New York State.

____ 3. Steamboats made possible the improvement of transportation of freight and passengers.

____ 4. Steamboat travel was not always safe.



N.Y. Public Library Picture Collection

____ 5. Not all Americans liked the railroads.

____ 6. Railroads produced a great change in transportation in the United States.

B. UNDERSTANDINGS

Choose the correct answer.

1. "...[It] secured to the City of New York the position she now holds as the emporium of the [nation]..."

This statement refers to the effect upon New York of the:

____ a. railroads.

____ b. Erie Canal.

____ c. steamboats.

2. "...We have made the twain one...by making the Atlantic more necessary to the West than the Gulf [of Mexico]; in short by removing the Alleghenies."

This statement refers to the effect of the:

____ a. canals.

____ b. steamboats.

____ c. railroads.

3. "The Railroad has proved too strong for all our farmers and has corrupted them like a war..."

This statement showed the writer felt that railroads:

____ a. were important in a war.

____ b. could make the nation strong.

____ c. were changing the nation in a bad way.

C. CHECKING FOR DETAILS

Mark each of the following statements TRUE (T), FALSE (F), or NOT INDICATED (N) in the reading selection.

____ 1. Most Americans owned horses and wagons in the 1700s.

____ 2. Transportation was greatly improved by canals in the 1800s.

____ 3. The Erie Canal was more important to the West than to the East.

____ 4. Steamboats were most often used on larger rivers or waterways.

____ 5. Railroads could carry more freight than was carried by canal boats.

____ 6. The railroads did not please all the American people.

____ 7. Building railroad lines was very expensive.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. Canals opened transportation to places that were not easily reached by roads. Why was this so and why was it important? Give your answer in at least 70 words.
2. Why did the railroads bring a greater change to the nation than was brought by canals and steamboats? Give your answer in at least 70 words.

E. LOOKING AHEAD

Steamboats are nearly all gone by now, but canals and railroads are still active. Why are canals and railroads useful in this day of airplanes? Are they most useful in the transportation of freight or passengers? You might discuss this in class.

(End of Lesson 12)

Lesson 13

The World of Work: The United States in the Early 1800s

STEP 1

KEY WORDS: Look up these words in the Glossary.

urban critics countenance
clockwork criticizing

THINK ABOUT THIS:

1. How did the rise of industry affect life in the United States?
2. What conditions of labor existed for some children working in factories?

READ THIS:

Life in the United States was not easy in the 1800s. Most Americans were farmers who owned small family farms. Men, women, and children on the farms arose before dawn. They worked in the fields until night, six and sometimes seven days a week. Most farmers were independent, proud, and poor.

The growth of industries in the United States began in the early 1800s. Many of the new industries were in the North, especially New England. Many people left the farms. They moved near the factories in the towns and cities. In 1790 only about 5% of all Americans lived in urban centers. The number rose to more than 15% by 1860.

Factory owners claimed that they provided good working conditions. The 12 or 14 hour work day was not greater than work hours on a farm. Critics of the factories pointed out that farmers working long hours worked for themselves. Factory workers worked long hours at low pay to enrich the owners.

In 1832 a senator praised the work conditions in cotton mills. A pamphlet soon appeared criticizing him. It suggested that he:

> "...put on a short jacket and trousers and join the 'lower orders' for a short time..."

If he did this, the pamphlet writer said, he would be shown:

> "...the pale, sickly, haggard countenance of the ragged child — haggard from the worse slavish confinement in the cotton mill..."

Child labor was common on the farm. Everyone in the family was expected to share in the work. But child labor in the factories was held to be worse in many ways. The pamphlet told the senator he:

> "...might see that child driven up to the 'clockwork' by the cowskin [whip] in some cases..."

Of course, most children were not whipped to make them work. However, the pamphlet pointed out that an observer:

> "...might see, in some instances, the child taken from his bed at four in the morning, and plunged into cold water to drive away his slumbers and prepare him for the labors of the mill."

Government agencies to protect workers did not exist in the 1830s. There were no child labor laws at the time. Women workers were often told they had to be grateful for being given any work. Life was hard for nearly everyone in the 1800s. It was especially hard for working people.

CHECKING UP:

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. Child workers were paid very low wages.

____ 2. Child labor was common on the farm.

____ 3. Farmers worked harder than the people working in factories.

____ 4. Many people who worked in the factories had left farms to live in the towns and cities.

____ 5. There were no goverment laws to protect workers in the 1830s.

STEP 2

KEY WORDS: Look up these words in the Glossary.

literary
reformers
operatives
premiums
infernal
unions
din

THINK ABOUT THIS:

1. What sort of city was Lowell, Massachusetts?
2. What did the reformers feel were the main problems caused by the industrial system?

READ THIS:

The city of Lowell, Massachusetts, was known for its special textile factories. Those factories employed several thousand young women. Most of the Lowell "girls" were daughters of New England farmers. Reports were issued telling of their favorable work conditions. It was said they spent their spare hours reading and attending meetings of literary societies. But such reports were challenged by reformers. One reform group issued its own report saying:

> "The operatives work thirteen hours a day in the summer time, and from daylight to dark in the winter. At half past four in the morning the factory bell rings, and at five the girls must be in the mills."

Inside the mills were hundreds of textile looms. When work began, the visiting reformers reported:

> "The din and clatter of these five hundred looms, under full operation, struck us on first entering as something frightful and infernal..."

Some reformers felt that the issue went beyond the conditions of work. It seemed that workers had lost their personal independence. They could not even take action to gain higher wages or improved conditions. When some New York tailors went on strike in the 1830s they were sent to jail. A handbill protested the jailing and carried this message:

> "The Rich Against the poor!...A deadly blow has been struck at your Liberty! The prize for which your fathers fought has been robbed from you..."

The protest may have gone too far. The liberties of Americans remained safe in most cases. However, some American workers found their rights limited. There were no unions in the 1830s and workers had amost no protection. A New England textile company required its workers to sign labor contracts that said:

> "We further agree to work for such wages per week, and prices by the job, as the Company may see fit to pay, and be subject to the fines as well as entitled to the premiums paid by the Company."

Lesson 13

The World of Work: The United States in the Early 1800s

Library of Congress

The workers also had to agree:

> "...not to be engaged in any combination [union] whereby the work may be impeded or the Company's interest in any work injured. If we do, we agree to forfeit to the use of the Company the amount of wages that may be due to us at the time."

Another part of the contract provided that:

> "Payments for labor performed are to be made monthly."

Workers signing such contacts could lose a month's wages if they went on strike.

Working conditions were especially bad for sailors. They had no rights and could be flogged, or whipped, at the command of the ship's captain. Richard Henry Dana was a Harvard graduate who served two years as a merchant sailor. He told about life on the high seas in his book, *Two Years Before The Mast,* written in 1840. In it he described a scene in which a brutal captain was whipping a sailor.

> "'No,' shouted the captain, 'nobody shall open his mouth aboard this vessel...If you want to know what I flog you for, I'll tell you. It's because I like to do it...It suits me! That's what I do it for.'"

Factory owners did not have such complete powers as ship's captains. But they did have the power to hire and fire workers at will. They also had the power to control wage payments and working conditions. All in all, the world of work in the United States in the 1800s was not pleasant.

CHECKING UP:

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. The women in the mills in Lowell were paid less than the men in other mills.

____ 2. Workers going on strike could be arrested and jailed.

____ 3. Captains of merchant vessels had the right to flog sailors serving on their ships.

____ 4. Factory owners had too much power in the 1830s.

____ 5. Reformers challenged the reports of good conditions in the factories.

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Lesson 13

The World of Work: The United States in the Early 1800s

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. Most United States industries were located in the North in the 1800s.

____ 2. Conditions of work were poor in the United States in the 1800s.

____ 3. Everyone in the famiy worked hard on American farms.

____ 4. Workers had almost no rights in the 1800s.

____ 5. The flogging of sailors was common during the 1800s.

B. UNDERSTANDINGS

Choose the correct answer.

1. "...put on a short jacket and trousers and join the 'lower orders' for a short time..."

These words were meant for:

____ a. farmers who wanted to work in factories.

____ b. children working in the factories.

____ c. those people who wrote in praise of work conditions in the factories.

2. "...The prize for which your fathers fought has been robbed from you..."

The "prize" referred to in this statement by reformers was:

____ a. the family farms.

____ b. the liberty of the people.

____ c. both of the above.

C. REASONS FOR ACTIONS AND EVENTS

Choose the correct answer.

____ 1. People moved to urban areas in the 1800s mainly for:
  a. political reasons.
  b. economic reasons.
  c. social reasons.

____ 2. When reformers said that "A deadly blow has been struck at your Liberty" they were thinking in:
  a. political terms.
  b. economic terms.
  c. both of the above.

____ 3. When workers agreed "not to be engaged in any combination whereby the work may be impeded" they were giving up:
  a. a political right.
  b. an economic right.
  c. a social right.

D. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. It has been said that child labor in the factories was no worse than child labor on family farms. Argue for or against this belief in an essay of at least 65 words.
2. The shift of many Americans from rural, farm life to urban, industrial life began in the 1800s. In at least 70 words, how do you think that this affected the American people?

E. LOOKING AHEAD

The world of work in the United States in the 1800s was different from the world of work today. But modern reformers would say that workers today face many similar problems of lack of power. You might discuss this in class.

(End of Lesson 13)

Lesson 14

"Abe" Lincoln and the Election of 1860

STEP 1

KEY WORDS: Look up these words in the Glossary.

emigrating
pretense
sincere
immigrants
Know-Nothings
perceive
bigots

THINK ABOUT THIS:

1. What were the major political parties in the United States before 1860?
2. How did Lincoln feel about the effect of slavery upon the United States?
3. How did Lincoln feel about black people?

DO THIS:

1. Locate Kansas and Nebraska on a map of the United States.
2. Locate at least 7 slave states on a map of the United States.

READ THIS:

Tariffs, banking, states' rights, and slavery were issues that divided Americans in the 1800s. This led to the forming of political parties in the nation.

Below is a chart of the United States political parties from 1789 to 1860:

Slavery was the main issue dividing the nation in the 1850s. The Kansas-Nebraska Act of 1854 had opened the way for slavery to expand to all parts of the nation. The newly formed Republican party was opposed to such expansion of slavery. Its supporters, mainly in the West and many parts of the North, wanted limits placed upon slavery. Some Republicans even favored an end to slavery.

Many Republicans had been Whigs before 1854. Abraham Lincoln, an Illinois lawyer and politician, was a Whig who turned Republican. He had strong feelings about how slavery was affecting the nation. Lincoln wrote to a friend:

> "As a nation, we began by declaring that 'all men are created equal.' We now practically read it 'all men are created equal, except negroes'..."

Lincoln felt this was bad enough, but that it could get worse:

> "When the Know-Nothings get control, it will read 'all men are created equal except negroes, and foreigners, and catholics'..."

If it came to that, said Lincoln:

> "...I should prefer emigrating to some country where they make no pretense of loving liberty."

Federalist Party (1787?-1816?)
Anti-Federalist Party (1787?-1792?)
Democratic-Republican Party (1792?-1825?)
National Republican Party (1825-1834)
Democratic Party (1830?-)
Whig Party (1832-1860)
Republican Party (1854-)
Greenback Party (1874-1887)

Lincoln was sincere in his feelings about bigots such as the Know-Nothing party. They were opposed to slavery, but were also against immigrants and Catholics. Lincoln would later refuse to accept Know-Nothing help in one of his campaigns. He explained:

> "I do not perceive how anyone professing to be sensitive to the wrongs of negroes, can join in a league to degrade a class of white men."

His opposition to the Know-Nothings did not mean Lincoln lacked prejudice. He had many of the prejudices held by other white Americans in the 1800s. But he also believed in the right of all people to the equal protection of the laws. In 1858 Lincoln ran as a Republican for election to the Senate. He was opposed by Stephen A. Douglas, a Democrat. In one of their famous debates, Lincoln said:

> "...I have no purpose directly or indirectly to interfere with...slavery in the states where it exists..."

Lincoln then went even further and said:

> "...I have no purpose to introduce political and social equality between the white and black races..."

Up to this point Lincoln was in general agreement with much that had been said by Douglas. But Lincoln then went on to say:

> "...but I hold that...there is no reason why the Negro is not entitled to all the natural rights enumerated in the Declaration of Independence, the right to life, liberty, and the pursuit of happiness. I hold that he is as much entitled to these as the white man..."

After once again stating his belief that a black person "is not my equal in many respects," Lincoln declared:

> "...but in the right to eat the bread, without leave of anybody else which his own hand earns, he is my equal, and the equal of Judge Douglas, and the equal of every living man."

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. The main strength of the Republican party was in the West and North.

____ 2. Lincoln felt the Know-Nothings were bad for the country.

____ 3. Lincoln felt that slavery ought to be abolished at once.

____ 4. Lincoln did not believe that black people were his equals in many respects.

____ 5. Lincoln wanted to introduce political equality between the white and black people in America.

STEP 2

KEY WORDS: Look up these words in the Glossary.

affirming
permanently
resolves
hearthstone
inaugurated
secession
dissolved

THINK ABOUT THIS:

1. How did Lincoln feel about the future of the United States?
2. What did Lincoln feel about the right of states to secede?
3. What does Lincoln's inauguration speech tell us about him?

Lesson 14

"Abe" Lincoln and the Election of 1860

READ THIS:

Lincoln was always concerned about the rights of the people. In 1852 he told an audience:

> "Most governments have been based practically on the denial of equal rights...ours began by affirming those rights...We propose to give all a chance; and we expect the weak to grow stronger, the ignorant, wiser; and all better, and happier together."

Lincoln did not favor the immediate abolition of slavery. However, he did feel that slavery was dividing the country. In a speech to Illinois Republicans in 1858 he warned that:

> "...A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free."

Lincoln then went on to say:

> "I do not expect the Union to be dissolved. I do not expect the house to fall; but I do expect it will cease to be divided..."

Lincoln's great fear was that the nation would be left with two choices. In his words:

> "...Either the opponents of slavery will arrest the further spread of it [leading to its eventual end]...or its advocates will push it forward till it shall become alike lawful in all the States, old as well as new, North as well as South."

He left no doubt that he was in favor of "arresting" the spread of slavery. The Republican party shared that wish. In 1860 the party chose "Abe" Lincoln as its presidential candidate. Four candidates ran for the presidency in 1860. The Democrats were split into two groups, one of which was strongly pro-slavery. This group spoke openly of the right of a state to secede from the Union.

Lincoln did not receive a majority of the popular vote. However, he did win overwhelmingly in the electoral college vote. His election led the more radical southerners to propose that Southern states should secede from the United States. Secession was under way by the time Lincoln was inaugurated in March, 1861. He met the challenge in words that recalled President Andrew Jackson's statement in 1830, "Our federal union — it must be preserved."

In his inauguration speech, President Lincoln warned:

> "...no State, upon its own mere motion, can lawfully get out of the Union...resolves and ordinances to that effect are legally void..."

The words of President Lincoln made it clear he would meet the challenge of the states attempting to secede. He warned the Southern leaders:

> "In your hands, my dissatisfied countrymen, and not in mine, is the momentous issue of civil war...You have no oath registered in Heaven to destroy the government, while I have the most solemn one to 'preserve, protect and defend' it..."

The nation was on the brink of a civil war. But even at that critical time President Lincoln reached out to try to stop the war that was coming. He lived in an age when political figures wrote their own speeches. The inauguration speech showed his deep feelings as he spoke directly to the South and its leaders:

> "...We are not enemies, but friends. We must not be enemies...The mystic chords of memory, stretching from every battlefield, and patriot grave, to every living heart and hearthstone, all over this broad land, will yet swell the chorus of Union, when again touched, as surely they will be, by the better angels of our nature."

His wish did not come to pass. The "better angels of our nature" were not able to avoid the terrible Civil War.

CHECKING UP:

Mark each of the following statements TRUE (T) or FALSE (F).

____ 1. Lincoln did not try to avoid the coming of the Civil War.

____ 2. Lincoln felt a state could leave the Union if it passed a resolution to that effect.

____ 3. Four candidates ran for the presidency in 1860.

____ 4. Lincoln felt that the United States could exist half free and half slave for a very long time.

____ 5. Lincoln ran for the presidency on the Republican party ticket.

SKILLS EXERCISES:

A. FINDING THE IMPORTANT IDEAS

Put a check next to what you think are 2 IMPORTANT IDEAS in the reading selection.

____ 1. Abraham Lincoln had been a Whig before he became Republican.

____ 2. Lincoln did not believe that the United States could forever remain half free and half slave.

____ 3. Abraham Lincoln denied that a state could secede from the Union.

____ 4. There were four candidates for the presidency in 1860.

____ 5. Abraham Lincoln was elected president in 1860.

B. UNDERSTANDINGS

Choose the correct answer.

1. "...there is no reason why the Negro is not entitled to all the natural rights enumerated in the Declaration of Independence..."

This statement by Abraham Lincoln shows he believed:

____ a. in the full equality of black people.

____ b. black people were entitled to such rights as life, liberty, and the pursuit of happiness.

____ c. he was entitled to the votes of black people.

2. "A house divided against itself cannot stand..."

This statement by Lincoln means he felt that:

____ a. slavery had to be abolished at once.

____ b. the nation could not remain half free and half slave.

____ c. both of the above were true.

3. "...I have the most solemn duty to 'preserve, protect, and defend' it..."

President Lincoln used these words to refer to:

____ a. his duty to the program of the Republican party.

____ b. his duty, as president, to the Constitution.

____ c. his duty, as president, to his political party.

C. CHECKING FOR DETAILS

Mark each of the following statements a FACT (F) or an OPINION (O).

____ 1. The North was more concerned than the West about the slavery issue.

____ 2. Lincoln did not like the Know-Nothing attitude toward immigrants and Catholics.

____ 3. Lincoln did not favor social equality between black people and white people.

____ 4. Lincoln did not like Stephen A. Douglas.

____ 5. Lincoln did not want to interfere with slavery in the states where it already existed.

____ 6. Lincoln did not win a majority of the popular vote in the 1860 election.

____ 7. Lincoln's election led some Southerners to propose that the Southern states secede from the Union.

D. UNDERSTANDING ISSUES

Mark each of the following an ECONOMIC (E), SOCIAL (S), or POLITICAL (P) issue.

____ 1. "...no State, upon its own mere motion, can lawfully get out of the Union..."

____ 2. "...all men are created equal..."

____ 3. "...in the right to eat the bread...which his own hand earns...he is my equal..."

____ 4. "...A house divided against itself cannot stand..."

E. IN YOUR OWN WORDS

On a separate sheet of paper, write ONE of the following short essays:

1. Lincoln has been called one of the greatest American politicans. Name two ways in which he showed his skill in politics. Write at least 70 words and base your answer on statements he made.
2. On the basis of what you have read, does Lincoln deserve his high place in American history? Give reasons for your answer in at least 70 words.

E. LOOKING AHEAD

Some people have judged Lincoln to be a racist. Others have said he was a product of his times and not nearly as racist as others. Can we judge the people who lived in 1850 and 1860 on the basis of what we believe today? You might discuss this in class.

(End of Lesson 14)

Review

How much do you remember about the Lessons in this book? Here is a chance to check yourself with a review of what you have learned.

I. VOCABULARY REVIEW

These are words taken from the Glossary. Match the meanings in Column B with the Vocabulary words in Column A. There are two extra meanings in Column B.

Column A

___ 1. ceded
___ 2. doctrine
___ 3. neutral
___ 4. assent
___ 5. residence
___ 6. counsel
___ 7. asunder
___ 8. exiles
___ 9. candid
___ 10. prudent
___ 11. deputies
___ 12. jurisdiction
___ 13. futile
___ 14. majority
___ 15. enumerated

Column B

a. honest statement
b. persons chosen to represent others
c. people forced to leave their country
d. more than half
e. useless
f. listed or numbered
g. wisely and carefully thought out
h. without any others
i. home
j. power or authority in legal matters
k. without legal force
l. not taking sides in a dispute
m. to agree to something
n. apart from each other
o. lawyer or legal advisor
p. policy; rule of law
q. giving up ownership

Your Rating:

12 to 15 correct	Very good
9 to 11 correct	Need more review
less than 9 correct	Need a lot more review

II. REVIEW OF DETAILS

Choose the correct answer.

1. The Bill of Rights does NOT protect:
   a. freedom of religion.
   b. the right to a job.
   c. the rights of the accused.

2. In the Webster-Hayne debate, Webster expressed:
   a. the nationalist view.
   b. the sectional view.
   c. fear of slavery in the Americas.

3. The Articles of Confederation gave most power to the:
   a. courts.
   b. states.
   c. national government.

4. Abraham Lincoln ran for president as a:
   a. Whig.
   b. Republican.
   c. Democrat.

5. Dorothea Dix is best known for her efforts to:
   a. end slavery.
   b. win the right to vote for women.
   c. help the mentally ill.

6. The Constitution gives Congress the power to:
   a. coin money.
   b. pass tax laws.
   c. do both of the above.

7. The Erie Canal was located in:
   a. Canada.
   b. New England.
   c. New York.

8. The Philadelphia meeting in 1787 was called for the purpose of:
   a. making changes in the Articles of Confederation.
   b. making peace with Great Britain.
   c. writing a new Constitution.

9. The Monroe Doctrine declared that the United States:
   a. would establish colonies in the Americas.
   b. would not permit any European colonies in the Americas.
   c. would not permit any new European colonies in the Americas.

10. The Bill of Rights was:
   a. part of the original Constitution.
   b. added to the original Constitution.
   c. in effect before the Constitution.

Your Rating:

9 or 10 correct	Very good
8 correct	Good
6 or 7 correct	Need more review
less than 6 correct	Need a lot more review

81

III. WHO AM I?

Choose the correct answer.

1. Thomas Jefferson:
   a. leader of the Federalist party.
   b. leader of the Anti-Federalist party.
   c. justice of the Supreme Court.

2. John Marshall:
   a. Secretary of State.
   b. Vice-President of the United States.
   c. Chief Justice of the Supreme Court.

3. Harriet Beecher Stowe:
   a. author of *Uncle Tom's Cabin.*
   b. wrote "Battle Hymn of the Republic."
   c. known as "Thunder and Lightning."

4. President Andrew Jackson:
   a. favored full rights for Native Americans.
   b. favored removing Native Americans to western lands.
   c. favored keeping Native Americans on eastern lands.

5. John Q. Adams:
   a. Secretary of State.
   b. President of the United States.
   c. both of the above.

6. Frederick Douglass:
   a. United States senator.
   b. black abolitionist.
   c. both of the above.

7. Senator Daniel Webster:
   a. was opposed to nullification.
   b. favored nullification.
   c. had no position on nullification.

8. William Lloyd Garrison:
   a. publisher of "The Liberator."
   b. wrote "The Barefoot Boy."
   c. editor of "Freedom's Journal."

9. Elizabeth Cady Stanton:
   a. was active in the anti-slavery movement.
   b. was active in the women's rights movement.
   c. was active in both of the above movements.

10. Robert Fulton:
   a. Whig politician.
   b. American writer.
   c. inventor of the steamboat.

Your Rating:

9 or 10 correct	Very good
8 correct	Good
6 or 7 correct	Need more review
less than 6 correct	Need a lot more review

Glossary

To the student: Some of these words have more than one meaning. The meaning given in this Glossary is for the word as it was used in the reading selections in this book.

A

ABOMINATIONS (7) things that are not pleasant

ABRIDGE (3) shorten or remove

ADJOURN (11) to end a meeting forever or for a long period of time

ADVOCATE (9) someone speaking or acting on behalf of something

AFFIRMING (14) giving agreement to something

ALLEGHENIES (12) mountain chain in the eastern United States

ALLIANCE (1) agreement to act together by one or more groups

ALTERATION (1) change

AMENDED (1) change of a law or statement

AMPLE (6) more than is needed

APPELLATE (4) court or group that hears appeals from decisions made by a lower court

APPLICANT (4) person seeking a job

APPROVAL (2) given acceptance; agreed to

ARREST (9) to stop; put an end to

ASSENT (1) to agree to something

ASSOCIATE (4) person serving or working with others

ASUNDER (8) apart from each other

AUTHORITY (1) power given to a person or government

B

BAIL (3) money or property put up by a prisoner to guarantee appearance in court

BARRIERS (7) anything separating two or more objects

BEDLAMS (10) name given to what were known as insane asylums in 1800s [this comes from the name "St. Mary of Bethlehem," a British asylum. Bethlehem was mispronounced as "bedlam" by some people.]

BELLIGERENT (7) angry enough to fight

BENEFACTORS (10) people who make gifts to others

BIGOTS (14) people who act against others for purely personal reasons

BROILS (5) quarrels

C

CANDID (5) honest statement

CEDED (6) having given up ownership

CIS-ATLANTIC (5) on this (American) side of the Atlantic Ocean

CLOCKWORK (13) something done perfectly, without any errors

COCKBOAT (5) small boat

COMMISSION (4) official document giving a person the right to hold a certain government position

COMPACT (1) united; held together

COMPORT (5) to behave in a certain way

COMPROMISE (2) settlement of a quarrel by an agreement by both sides

COMPULSORY (3) something that must be done by terms of law or an agreement

CONCUR (2) to agree

CONFEDERATION (1) joining of independent states for a purpose

CONFINE (10) to keep locked up or in a special area

CONSENT (6) to agree to something

CONSTITUTE (2) to establish or set up something

CONSTRUCTION (7) an understanding or meaning of something

CONSUL (4) official who represents a country in a foreign city

CONSULTED (6) asking advice of others

CONTINENTS (5) the seven large land areas on the earth

CONVERTED (10) changed from one thing to another

CORRUPTED (12) made to be dishonest

COUNSEL (3) lawyer or legal advisor

COUNTENANCE (13) face

CRAVEN (9) fearful, cowardly

CRITICAL (1) very dangerous; very important

CRITICIZING (13) finding fault with someone or something

CRITICS (13) people who judge the efforts and actions of others

D

DEBTOR (1) one who owes money to others

DECLINE (5) to refuse

DEFECTS (2) things that make something less than perfect

DELEGATED (3) powers given by one person or group to others

DENOUNCED (6) publicly charged with wrongdoing

DEPART (6) to leave an area

DEPRIVED (3) not being able to have something

DEPUTIES (2) persons chosen to represent others

DIN (13) loud noise

DISCORDANT (7) noisy; lacking in unity or harmony

DISPOSE (6) give away, sell, or otherwise get rid of something

DISPOSITION (5) attitude or feeling

DISSEVERED (7) separated

DISSOLVED (14) made to fall apart or disappear

DOCTRINE (5) policy; rule of law

DRAFT (2) an early copy of a document

E

ELECTIVE FRANCHISE (11) right to vote

EMIGRATING (14) moving from one country to another

EMPORIUM (12) a large place where goods are bought and sold

ENDURED (9) suffered as a result of certain actions

ENFORCE (6) the action taken to carry out a law

ENUMERATED (2) listed or numbered

EQUIVOCATE (9) to hesitate about taking action

ERR (10) to do the wrong thing

EXCLUSIVELY (9) without any others

EXILES (6) persons forced to leave their native land

EXODUS (6) leaving in a large group

EXTINGUISH (6) put out, or put an end to something

F

FETTERED (6) chained

FORBADE (1) not allowed

FORECLOSURE (1) to take over property for non-payment of money owed

FRAGMENTS (7) small pieces of an object

FRATERNAL (7) brotherly or friendly

FREIGHT (12) goods shipped from one area to another

FUGITIVE (9) person fleeing from the law

FUNDAMENTAL (5) the basis for other things

FUTILE (6) useless

G

GOURD (8) the shell of a melon that can be used as a drinking cup

H

HEARTHSTONE (14) stone in front of a fireplace; area where the family often used to gather

HUMANELY (10) in a kindly manner

I

IDIOTIC (10) actions by people of low intelligence [also once used to describe actions by people with serious mental illness]

IMMIGRANTS (14) people who have moved to a foreign land

IMPORTS (1) goods coming into a country

INALIENABLE (11) cannot be taken away by a government

INAUGURATION (14) ceremony for newly elected official

INDUCE (6) lead someone to some action

INDUCEMENTS (12) things offered to get someone to do something

INFERIOR (2) less important than others

INFERNAL (13) something terrible

INFLUENTIAL (10) important

INSEPARABLE (7) cannot be parted

INTERIOR (12) inside of a place; area away from the coast or border

INTERNAL (7) inside; within an area

INTERPRET (2) to give the meaning of something

INTERSTATE (1) moving between two or more states

J

JEOPARDY (3) danger

JURISDICTION (4) power or authority in legal matters

K

KNOW-NOTHINGS (14) semi-secret American political group in the 1840s and 1850s. Opposed to slavery, immigrants, and Catholics. Members told to say "I know nothing" when questioned about the group

L

LIBERAL (11) free from narrow ideas; forward looking

LITERARY (13) involved with books

LOCKS (12) system of gates for raising and lowering water level within the gates to enable boats to move along the canal

M

MAJORITY (1) more than half of a group

MAXIM (5) belief that is taken to be truthful

MINIONS (9) followers of a group or leader

N

NATIONALISM (5) feeling of loyalty to a nation

NAVIGABLE (12) open to use by boats or ships

NEGLECTED (10) not given proper care

NEUTRAL (1) not taking sides in a dispute

NOMINATE (2) to name a person to run for an elected office

NULL (7) without legal force

NULLIFICATION (7) policy of declaring laws to have no legal force

O

OBITER DICTA (4) Latin legal term meaning something said in passing by a judge that is not binding upon others

OPERATIVES (13) workers

OPPOSED (7) against something or someone

OPPOSITION (9) opposed to, or against something

ORATOR (7) powerful speaker

ORDAIN (2) establish; put in order

ORDINANCE (1) law

ORIGINAL (2) the first purpose or idea

ORIGINS (11) the beginnings

OVERTURE (5) a proposal for an action

P

PARTICIPATION (9) taking part in an activity

PAUPERS (10) poor people supported by public help or charity

PECULIARLY (9) specially, particularly

PENS (10) prisons

PERCEIVE (14) to understand in a certain way

PERMANENTLY (14) forever

PERPETUAL (10) going on forever or for all time

PETITION (3) formal, written request to authorities for changes

POORHOUSES (10) buildings used for housing the very poor and homeless

POPULOUS (12) having many people

POST-COACHES (12) closed carriages on wheels pulled by horses

PREJUDICE (9) a strong dislike of others that is not based on facts

PREMIUMS (13) wages or payments

PRESCRIBE (3) to set down in the form of a rule

PRESTIGE (5) importance given to a person or group

PRETENSE (14) false or untrue claims

PRINCIPLES (9) strong beliefs forming the basis for actions

PRIVATION (10) having to do with things that are needed

PROHIBITING (3) not allowing

PROSECUTIONS (3) putting people on trial on charges of wrongdoing

PRUDENT (1) wisely and carefully thought out

Q

QUADRUPLE (5) involving four groups or things

QUAKER (11) member of a religious group founded in England in mid-1600s

QUARTERED (3) given a place to stay in rooms or homes

R

RATIFIED (2) accepted or approved by a vote

REDRESS (5) to set right, or make right

REFLECTED (6) expressed the ideas; gave voice to ideas

REFORM (14) changes or improvements in conditions

REJECTED (6) refused; not accepted

REMEDY (4) a cure or a way to overcome a problem

REMNANT (6) small remaining part of a larger object or group

RENT (7) torn apart

REPLACING (12) taking the place of something else

REPUGNANT (4) not pleasing; not liked

RESIDENCE (6) home

RESOLVES (14) resolutions passed by a meeting or legislature

REVISE (2) to change something

RODS (10) long sticks or canes used for punishment

S

SECEDE (7) to leave or withdraw from a political unit

SECESSION (14) act of a state withdrawing from a nation

SECURE (3) to get for oneself

SENTIMENT (7) a feeling about something or someone

SHAM (8) fake

SIMILAR (11) the same as

SINCERE (14) honest or genuine

SOLE (2) one; only

SPELLBOUND (7) giving total attention to someone or something

SPIRITUAL (8) deeply religious feeling; song based on religious feeling

SPURN (9) to refuse to accept something or someone

SUBSCRIPTIONS (9) payments in advance for delivery of a magazine or newspaper

SUBSIST (6) remain alive

SUBVERSIVE (10) seeking to overthrow a government or group

SUPREME (2) higher or above all others

SURVIVE (9) able to live on; avoid death

SURVIVORS (6) persons who remain alive

T

TARIFF (2) tax on goods entering a country

THEORIES (1) beliefs that have not been proved correct

TRIBE (6) large group of people with common ancestors

TRIBUNALS (2) courts of justice

TWAIN (12) two

TYRANNY (11) cruel form of government by rulers; with unlimited powers

U

UNCULTIVATED (12) not used for farming

UNDERGROUND RAILROAD (8) secret group that helped runaway slaves to escape to the North

UNIONS (13) organizations of workers seeking higher pay and improved work conditions

UNIQUE (11) one of a kind

URBAN (13) town and city areas

V

VESTED (2) fixed or settled

VIOLATED (1) disturbed or treated improperly

VOID (4) not having legal force

VOWS (11) promises

W

WAKE (5) small waves caused by a moving ship

WARRANTED (4) allowed

WATERWAYS (12) rivers, lakes, and canals

WHIMSIES (12) odd or unusual actions or ideas

Y

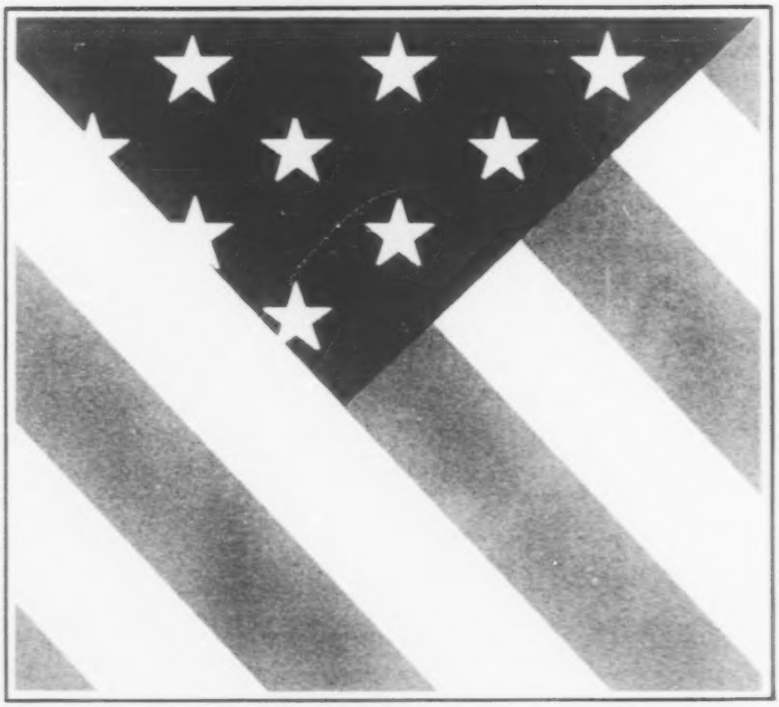
YOKE (12) straps or harness used to tie together animals who pull a wagon or boat

(The Numbers refer to the Lesson in which each term first appears.)

TEACHER'S GUIDE

B 262

Growth of the New Nation



BOOK II

Readings in American History (In Their Own Words)

BY JACK ABRAMOWITZ, Ph.D.

EDUCATIONAL
ACTIVITIES, INC.
Freeport, NY 11520

OVERVIEW:

This skills-text is one of four books in the READINGS IN AMERICAN HISTORY series. The skills-texts in this series are designed to provide the pupils with ancillary materials that are high in interest level but within acceptable concept and reading grade levels.

The skills-texts in READINGS IN AMERICAN HISTORY present the pupil with opportunities to develop and improve reading and comprehension skills in a subject matter context. At the same time, the materials contained in the skills-text can help to illuminate certain periods in American history and to enrich and extend pupil understandings.

GROWTH OF THE NEW NATION is Book II of the READINGS IN AMERICAN HISTORY series. It covers the period immediately following the American Revolution to the election of Abraham Lincoln as president in 1860. This skills-text, and the others in the series, are not intended as comprehensive standard texts developed around the academic discipline of an American history program. Instead, they have the function of filling in the "cracks" that exist in standard texts that are spread thin when they try to cover the many areas of the subject matter that are curriculum mandated.

The Table of Contents for BOOK II: GROWTH OF THE NEW NATION includes the following items:

Lesson

1 AFTER INDEPENDENCE: THE "CRITICAL PERIOD"
2 THE CONSTITUTION AND THE BRANCHES OF GOVERNMENT
3 THE BILL OF RIGHTS
4 THE SUPREME COURT SPEAKS: MARBURY VS. MADISON
5 EXPANDING NATIONAL POWER: THE MONROE DOCTRINE
6 NATIVE AMERICANS AND "THE TRAIL OF TEARS"
7 THE NATIONAL SPIRIT: THE WEBSTER-HAYNE DEBATE
8 SLAVERY REMEMBERED
9 ABOLITIONISM AND "FREEDOM'S JOURNAL"
10 DOROTHEA DIX SPEAKS OUT
11 WOMEN MEET AT SENECA FALLS
12 THE UNITED STATES MOVES AHEAD: CANALS, STEAMBOATS, AND RAILROADS
13 THE WORLD OF WORK: THE UNITED STATES IN THE EARLY 1800s
14 "ABE" LINCOLN AND THE ELECTION OF 1860
REVIEW
GLOSSARY (Mini-Dictionary)

The brief quotations from primary sources, and the text narrative contained in GROWTH OF THE NEW NATION, provide insights of a more direct and personal nature than might exist in standard texts. For example:

- ★ What did the Articles of Confederation actually say, and how did its provisions help to create the setting for the "critical period" of the United States in the period 1783 to 1789?
- ★ What earlier actions by the states provided the basis for passage of the first ten amendments, called the Bill of Rights, to the Constitution?
- ★ What actions were taken by the United States against Native Americans, and what was the role of President Andrew Jackson in those actions?
- ★ Slavery was the great issue of the early 1800s, but what was life like for black people held in slavery?
- ★ How was the American system of transportation revolutionized during the early 1800s?
- ★ Abraham Lincoln is a giant figure in American life and the "Great Emancipator," but what did he really think about slavery, black people, and the Southern states' threat of secession?

AIMS:

These and other episodes in American history are presented in a manner suited to the age level and educational abilities of the pupils using the skills-text. But, in addition, the skills-text is designed and organized to accomplish certain aims. They are:

1. To provide information about the people and events in American history based upon primary source material.
2. To present primary source material in a format that will promote pupil understandings. This means avoiding lengthy quotes which, coupled with complex or arcane wording, can cast a pall over the reader, especially when the pupil is struggling to overcome existing learning disabilities manifested in reading and comprehension deficiencies.
3. To provide a narrative linking the primary source material in a manner that will help to promote pupil interest and expand understandings.
4. To provide written material that offers assistance for pupils who have significant deficiencies in reading, comprehension, and the skills associated with the social studies curriculum. This written material is accompanied by meaningful illustrations where appropriate.
5. To provide the elements of structure, support, and success that are so important to all pupils, but especially to those with existing disabilities.

ELEMENTS OF ORGANIZATION OF THE SKILLS-TEXT:

Structure

The skills-text is organized in a structured manner. Each Lesson is presented in a limited number of pages. Lessons are broken down, usually in two or three "Steps." The reader's attention is directed to the main thrust of each "Step" by questions, under the heading "Think About This," which precede each reading selection. The Steps are linked so that there is a clear beginning, middle, and ending to the complete Lesson. This structure helps to create a sense of assurance and gives the pupils a clearer idea of knowing what they are expected to learn.

The brief comprehension exercise that accompanies the reading selection in each "Step," and the more comprehensive skills exercises at the end of each Lesson, are another part of the structure element of the skills-text. It serves to organize the pupil's understanding and establish a rough measure of accomplishment. A structured learning environment is very likely to be best suited to the learning style of pupils whose learning disabilities include poor work habits and deficiencies in reading and comprehension.

Support

Pupils need supportive elements built into a text to help maximize learning. The skills-text provides these supportive elements in a number of ways. They include:

1. The reading selections are broken down into "Steps" to ensure that pupils will not have to read beyond a point where their attention span might falter. This affords strong support to pupils with learning disabilities who might otherwise become discouraged by what is, for them, the difficult task of reading.
2. Providing vocabulary assistance by listing "Key Words" at the beginning of each "Step," and a Glossary (Mini-Dictionary) at the back of the skills-text. Teachers should encourage pupils to try to find the meaning of words in context, but the Glossary is available if it is needed. Pupils who use the Glossary will also be strengthening their dictionary use skills.
3. Organizing the pupil's thoughts about the reading selection by presenting questions under the heading of "Think About This" at the beginning of each "Step." In some cases the pupil is also asked to "Do This," usually in terms of map skills work.
4. Including a variety of comprehension and skills exercises that are supportive in helping the pupil check on what he or she has learned. The pupil can refer back to the reading selection before answering the exercises, and this affords another supportive element. These exercises include:
    - ★ Finding Important Ideas (in reading selection of Lesson)
    - ★ True or False questions
    - ★ True, False, or Not Indicated (in the reading selection)
    - ★ Fact (having actual existence), or Opinion (belief not always supported by facts) questions
    - ★ Completion exercise
    - ★ Understandings (interpreting the meaning of quotations)

Additional supportive elements include the presentation of essay-type questions that allow pupil choices, suggest reasonable essay length, and focus strongly on topics with which pupils are likely to be familiar on the basis of what they have just read in the Lesson. Further support is given in the "Looking Ahead" exercise that links the Lesson with contemporary topics and promotes speaking skills by suggesting classroom discussion of the exercise.

Success

Success is important for all pupils, but it is particularly important for those with learning disabilities that include deficiencies in reading, comprehension, and oral and written skills. Such deficiencies can lead to expectations of constant failure with accompanying erosion of self-worth.

The attention given to vocabulary, concepts, reading selection length, sentence length, reading levels, and appropriate skills exercises, can all provide the basis for successful learning experiences. This can help promote greater interest in all the educational skills and can also help to promote an improved self-image on the part of the pupil.

SUGGESTIONS FOR USING THE SKILLS-TEXT:

The skills-text, GROWTH OF THE NEW NATION, is not a standard American history text, but it can be used in a variety of ways.

- ★ It can be used to develop reading skills, in a content area, in remedial reading classrooms or in the reading period of a class.
- ★ It can be used for individual reading assignments, especially for learning disability pupils, followed by a review of pupil responses by the teacher, and pupil-teacher discussion of the subject matter.
- ★ It can be used as extra assigned reading for pupils of varying abilities as a means for enriching planned classroom discussion.
- ★ It can be used as an individual reading assignment for homebound pupils.
- ★ It can be used, in certain instances, as a basis for brief, extemporized pupil dramatizations along the lines of "You Are There" or "Sixty Minutes" (actually "Thirty Seconds" to accommodate the probable abilities of the pupils).
- ★ It can be incorporated into regular class sessions in any inductive type lessons, inductive-deductive type lessons, debate type lessons, directed reading type lessons, and report type lessons.

ANSWER KEY

LESSON 1:

page 2
Checking Up
1. F
2. O
3. F
4. O
5. F

page 3
Checking Up
1. F
2. T
3. T
4. T
5. F

page 5
Checking Up
1. N
2. F
3. T
4. F
5. F

Skills Exercises:

A. Finding the Important Ideas
  2, 3, 5

B. Examining Issues
  1. b
  2. b
  3. b

page 6
C. Who Had the Power?
  1. yes
  2. yes
  3. yes
  4. yes

D. In Your Own Words
  Answers will vary.

LESSON 2:

page 8
Checking Up
1. F
2. T
3. F
4. F
5. T

page 9
Checking Up
1. F
2. O
3. F
4. O
5. F

page 11
Checking Up
1. F
2. T
3. T
4. F
5. F

Skills Exercises:

A. Finding the Important Ideas
  1, 4, 5

B. Checking for Details
  1. O
  2. O
  3. F
  4. F
  5. O
  6. F
  7. F
  8. F
  9. O
  10. O

C. Examining Issues
  1. b
  2. c
  3. c

page 12
D. Who Has the Power?
  1. L
  2. L
  3. E
  4. L
  5. L
  6. E

E. In Your Own Words
  Answers will vary.

LESSON 3:

page 14
Checking Up
1. F
2. T
3. F
4. T
5. T

page 15
Checking Up
1. speedy, trial, impartial
2. confronted
3. counsel
4. delegated, prohibited, states, people

Skills Exercises:

A. Finding the Important Ideas
  1, 4

B. Understandings
  1. b
  2. c
  3. b
  4. c

page 16
C. Checking for Details
  1. O
  2. F
  3. O
  4. F
  5. O
  6. F
  7. F
  8. O
  9. F
  10. F

D. In Your Own Words
  Answers will vary.

LESSON 4:

page 18
Checking Up
1. F
2. F
3. T
4. T
5. T

page 19
Checking Up
1. O
2. O
3. F
4. F
5. O

page 20
Checking Up
1. F
2. F
3. T
4. F
5. T

page 21
Skills Exercises:
A. Finding the Important Ideas
    2, 4
B. Checking for Details
    1. N
    2. F
    3. T
    4. F
    5. N
    6. F
    7. T
    8. N
    9. T
    10. F
C. Understandings
    1. b
    2. c
    3. a
    4. c

page 22
D. In Your Own Words
    Answers will vary.

LESSON 5:

page 24
Checking Up
1. F
2. T
3. F
4. T
5. T

page 25
Checking Up
1. O
2. O
3. F
4. O
5. F

page 26
Skills Exercises:
A. Finding the Important Ideas
    2, 4, 5
B. Checking for Details
    1. N
    2. T
    3. T
    4. T
    5. F
    6. T
    7. N
    8. T
    9. T
    10. T
C. Understandings
    1. b
    2. c
    3. a
    4. b

page 27
D. What Do You Know?
    1. c
    2. b
    3. c
    4. c
    5. b
E. In Your Own Words
    Answers will vary.

LESSON 6:

page 29
Checking Up
1. F
2. F
3. T
4. T
5. T

page 30
Checking Up
1. T
2. F
3. T
4. F
5. T

page 31
Checking Up
1. F
2. T
3. N
4. F
5. N

page 32
Skills Exercises:
A. Finding the Important Ideas
    2, 4, 5
B. Checking for Details
    1. O
    2. F
    3. F
    4. O
    5. O
    6. F
    7. F
    8. O
    9. F
    10. O

page 33
C. Understandings
    Answers will vary.
D. In Your Own Words
    Answers will vary.

LESSON 7:

page 35
Checking Up
1. T
2. F
3. T
4. T
5. F

page 36
Checking Up
1. T
2. T
3. T
4. F
5. F

page 37
Checking Up
1. F
2. O
3. F
4. O
5. F

page 38
Skills Exercises:
A. Finding the Important Ideas
   2, 3, 4, 6

B. Understandings
   1. b
   2. c
   3. b
   4. b

C. Map Skills
   N
   S
   S
   W
   N
   S

page 39
D. In Your Own Words
   Answers will vary.

LESSON 8:

page 41
Checking Up
1. T
2. F
3. T
4. F
5. T

page 42
Checking Up
1. N
2. T
3. T
4. N
5. T

page 44
Checking Up
1. T
2. T
3. F
4. T
5. F

Skills Exercises:
A. Finding the Important Ideas
   2, 4, 6

B. Understandings
   1. b
   2. c
   3. c

page 45
C. Checking for Details
   1. F
   2. O
   3. F
   4. F
   5. O
   6. F
   7. F
   8. F

D. In Your Own Words
   Answers will vary.

LESSON 9:

page 48
Checking Up
1. F
2. T
3. F
4. T
5. T

page 49
Checking Up
1. O
2. F
3. F
4. O
5. F

page 50
Skills Exercises:
A. Finding the Important Ideas
   2, 4, 6

B. Understandings
   1. b
   2. c
   3. c
   4. c

page 51
C. Checking for Details
   1. N
   2. F
   3. T
   4. N
   5. T
   6. T
   7. F
   8. T

D. In Your Own Words
   Answers will vary.

LESSON 10:

page 53

Checking Up

1. T
2. N
3. F
4. T
5. T

page 54

Checking Up

1. O
2. F
3. F
4. O
5. F

Skills Exercises:

A. Finding the Important Ideas
  1, 2, 5

B. Understandings
  1. b
  2. c
  3. b
  4. c

page 55

C. In Your Own Words
  Answers will vary.

LESSON 11:

page 57

Checking Up

1. F
2. T
3. T
4. F
5. T

page 58

Checking Up

1. establishment, absolute
2. imitation
3. property
4. abridged
5. inalienable

page 59

Skills Exercises:

A. Finding the Important Ideas
  2, 4

B. Understandings
  1. c
  2. b
  3. a

C. Checking for Details
  1. N
  2. N
  3. T
  4. T
  5. T
  6. T
  7. F

page 60

D. Understanding Issues
  1. P
  2. S
  3. E
  4. E

E. In Your Own Words
  Answers will vary.

LESSON 12:

page 63

Checking Up

1. T
2. F
3. T
4. T
5. T

page 64

Checking Up

1. O
2. F
3. O
4. F
5. F

Skills Exercises:

A. Finding the Important Ideas
  1, 3, 6

page 65

B. Understandings
  1. b
  2. c
  3. c

C. Checking for Details
  1. N
  2. T
  3. N
  4. T
  5. T
  6. T
  7. N

D. In Your Own Words
  Answers will vary.

LESSON 13:

page 67

Checking Up

1. O
2. F
3. O
4. F
5. F

page 68

Checking Up

1. O
2. F
3. F
4. O
5. F

page 69

Skills Exercises:

A. Finding the Important Ideas
   2, 4

B. Understandings
   1. c
   2. b

C. Reasons for Actions and Events
   1. b
   2. c
   3. a

D. In Your Own Words
   Answers will vary.

LESSON 14:

page 71

Checking Up

1. T
2. T
3. F
4. T
5. T

page 73

Checking Up

1. F
2. F
3. T
4. F
5. T

Skills Exercises:

A. Finding the Important Ideas
   2, 3

B. Understandings
   1. b
   2. b
   3. b

page 74

C. Checking for Details
   1. O
   2. F
   3. F
   4. O
   5. F
   6. F
   7. F

D. Understanding Issues
   1. P
   2. S
   3. E
   4. P

E. In Your Own Words
   Answers will vary.

REVIEW OF LEARNINGS:

I. Vocabulary Review

1. q
2. p
3. l
4. m
5. i
6. o
7. n
8. c
9. a
10. g
11. b
12. j
13. e
14. d
15. f

II. Review of Details

1. b
2. a
3. b
4. b
5. c
6. c
7. c
8. a
9. c
10. b

III. Who am I?

1. b
2. c
3. a
4. b
5. c
6. b
7. a
8. a
9. c
10. c

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